

Curry Rivel C of E Primary School



Behaviour Policy

Introduction

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this policy, the governors have considered their responsibilities to achieve these aims.

Our overall aim is to empower each child to be caring, curious and confident.

A caring citizen:

- 👍 shows respect and values others by showing kindness, co-operation and tolerance
- 👍 knows how to make good choices and considers behaviour as a matter for their concern
- 👍 respects and values their surroundings

A curious learner:

- 👍 has the skills to learn, a nurtured curiosity and creative thinker
- 👍 has high expectations of themselves
- 👍 experiences success - in academic, creative, social, practical and physical activities

A confident individual:

- 👍 is confident, resourceful and responsible
- 👍 feels successful and has their efforts valued
- 👍 has pride in themselves, in their work and in their school

Aims of the Behaviour Policy

- To set up clear and consistent expectations of behaviour throughout the school in order to ensure the highest standards of behaviour;
- To help children to reflect about their behaviour and to know that they are responsible for the choices they make;
- To involve parents so that they encourage patterns of good behaviour in their children and work in partnership with the school if difficulties arise;
- To help establish strategies to support children who find it difficult to behave consistently well.

Rights and Responsibilities

Rights of Pupils

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by others in the school
- To know what is expected
- To feel safe
- To be treated fairly

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues
- To be able to teach without unnecessary interruption

Rights of Parents/Carers

- To be sure that their children are treated fairly and with respect
- To know that their children are safe
- To be able to raise concerns with staff and to be told when there are difficulties

Responsibilities of Staff

- To create a safe and stimulating environment in which the pupils can learn
- To treat pupils with consistency and respect at all times
- To share information about a child and their learning with the child's parents or carers

Responsibilities of Parents




- To ensure children arrive at school on time
- To treat others with respect
- To tell the class teacher or senior teacher if their child is unhappy or concerned
- To provide children with the equipment they need at school

How we will apply our behaviour expectations

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe. They need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our policy. Therefore, the major emphasis in our behaviour policy is upon expecting, noticing and praising positive behaviour.

The whole school took part in class discussions about what were 'good choices' and what were 'poor choices' and the impact of both. The children's ideas were collated and shared with the rest of the school. There are agreed clear consequences for the choices that children make, with the emphasis on rewarding good behaviour. When consequences are applied for poor behaviours, the decision will be made with reference to the Behaviour Code and explained calmly to the child.

From this, the children will learn that there are consequences to their choices: a sense of pride and reward for good choices, and a loss of privilege of some kind for poor choices.

Code	Behaviour choices	Consequences
	<ul style="list-style-type: none"> ☺ Being kind ☺ Smiling and greeting others ☺ Saying please and thank you ☺ Helping people who are hurt ☺ Including others in work or play ☺ Sharing things ☺ Supporting others ☺ Trying your best in your work ☺ Listening well ☺ Following instructions closely ☺ Keeping going when it is hard ☺ Holding doors open for others ☺ Moving around school sensibly ☺ Taking care of equipment ☺ Tidying up well 	Praise from others Sticker Certificate Praise in Celebration Assembly Lunchtime award Share with parent Share with Headteacher or another teacher Postcard home 'In the spotlight' board Star of the day Comfy cushion
	<ul style="list-style-type: none"> - Not listening - Shouting out - Messing about - Talking at the wrong time - Being unkind - Not sharing - Wasting time - Not clearing up - Making silly/rude noises at the wrong time - Moaning - Not bringing in homework on time 	Reminder from adult Lose some of lunchtime or playtime Write an apology Complete work during lunchtime
	<ul style="list-style-type: none"> x Punching, kicking, biting, pinching, scratching, spitting, pushing or pulling others, neck grabbing nastily x Swearing deliberately at someone x Bullying x Stealing x Spoiling someone's work x Ignoring or not following staff instructions x Telling lies x Leaving school without permission x Breaking or damaging school property or equipment on purpose 	Sent to Headteacher or SL Parent told by HT or SL Parent called in Miss playtime/lunchtime Work separately or in another class Complete task after school eg apology Possible exclusion

School Rules

We expect all people in the school community to:

- be kind and respect each other
- speak and act politely
- take care of our school and our environment
- do their best

These rules will be clearly displayed in all classrooms. All the rules are based on 'Love your neighbour as yourself'. From this, the Behaviour Code has been developed. Each class should discuss the Behaviour Code every term to explore, reinforce and keep expectations fresh in everyone's mind. All the staff and pupils should be part of this process. Everyone is responsible for praising thoughtful and responsible behaviour ie good choices.

Improving poor behaviours

If a child is making many poor choices over a period of time and does not appear to be improving their ability to make good choices, a discussion will be had with the child's parents/carers. The aim of this discussion would be to look at any underlying factors causing the difficulties and to agree expectations, strategies and a timescale. Agreed praise and rewards will be given throughout the given period in order to reinforce the desired behaviours.

Behaviour management strategies

Should a child not keep to the expectations of behaviour in class, a number of strategies can be employed. The teacher will always start with the least intrusive, only moving towards more intrusive interventions if the behaviour does not improve.

Least intrusive interventions will include the following:

- Planned ignoring
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour or affection
- Stimulating a new interest or activity
- Suggesting a move of place
- Providing support from TA or teacher
- Support from buddy

More intrusive interventions will include the following:

- Reminding the child of acceptable behaviour
- Giving choices and consequences
- Suggesting voluntary, class-based respite
- If appropriate, reminding the child of strategies to be used when finding it hard to cope/markings on board when interruptions are made

In all cases, low level praise will be given for returning to acceptable behaviour. Merits will not be given at this point.

If the behaviour persists or worsens, the following sanctions can be used.

- Class-based time out (imposed)
- Working outside the classroom with the TAs from class
- Time-out - in another teacher's class
- Time-out with head teacher
- Completing work during lunchtimes or breaktimes with HT or Senior Teacher

'Time out' is an opportunity for a pupil to calm down and work separately from others. It enables the teacher to teach and the other pupils to continue to learn without further disruption. There will be an expectation that any work missed during 'time-out' will be completed.

Sanctions and Consequences

Sanctions should not result in any loss of the National Curriculum for pupils unless there is a health and safety risk to others. Sanctions should follow the Behaviour Code, be meaningful and whenever possible, make reparation.

Any unacceptable behaviour witnessed by a member of staff should result in a consequence or sanction. This may need to be imposed later when the child is in a controlled situation and should be discussed with the class teacher or head teacher. There may need to be some negotiation about the most suitable sanction to be imposed.

Special areas of concern

Difficult behaviour may be linked with Special Educational Needs and constitute a Special Educational Need in itself. Staff should consult the SENCo and the SEN policy. Repeated misbehaviour may be related to incidents of racism, sexual harassment or bullying. The Anti-Bullying policy should be read in conjunction with this Behaviour Policy.

Other Areas to Aid Organisation

Playtimes and Lunchtimes

The emphasis will be upon noticing and rewarding positive, thoughtful behaviour rather than drawing attention to misdemeanours. Feedback will be written in the class book and checked by classroom staff after lunchtimes.

Lunchtime Poor Behaviour

Persistent misbehaviour at lunchtimes may lead to children being sent home at lunchtimes for an appropriate number of lunchtimes, usually up to one week. This will be initiated by the head teacher.

Other Strategies

Other strategies for trying to prevent further misbehaviour include:

- Formal meeting involving head teacher, class teacher and parents
- Involvement of outside agencies - e.g. Educational Psychologist, Behaviour Support Service, School Nurse
- Pupils with emotional and behavioural difficulties will be placed on the appropriate stage of the SEN Code of Practice in conjunction and discussion with the SENCO.
- Appropriate referrals to outside agencies will be made by completing agency referral forms.
- All staff have a responsibility to carry out the school behaviour policy and this extended behaviour policy guidance. In this, they have the right to expect the particular support of the head teacher. Therefore, in promoting the policy, the head teacher will:
 - Fully carry out the policy and support the school staff in its implementation.
 - Ensure that the policy is available on the school website, and the Behaviour Code is explained in the prospectus and is positively promoted to new and existing parents, whenever appropriate opportunities arise.
 - Use opportunities, such as assembly time, to re-enforce and promote the key principles with children.
 - Seek opportunities to praise and reward good behaviour.
 - Support all staff in the imposition of appropriate sanctions.
 - Look for opportunities to reduce behaviour "pressure points" by improvements to the school environment and school organisation.
 - Support strategies for promoting positive behaviour through guidance, training and the provision of resources.

For use with children with severe problems

Child Initiated Respite in Class – for use with agreed individual pupils with severe difficulties.

Within the classroom, children are encouraged to use class based time-out on their own initiative if they are finding it hard to cope with some aspect of class life. It is a positive step for such children and is encouraged as a way of helping that child find strategies to manage their own behaviour.

In this case, the rules for time-out are:

- The child may go without request or hindrance to a designated time-out area.
- The child must go quietly not disturbing others and may take their work with them.
- The time spent there must be quiet and the child must not distract others.
- They may stay there until calm.
- If a child is settled and working, they may remain at the class teacher's discretion.
- Any work missed must be completed later, but the adults will not be confrontational about this.
- They will be praised for taking a positive step to manage their own behaviour.

Class Time-out Imposed by Teacher

This is only to be used for behaviour which persistently demonstrates 'yellow face' behaviours and creates a level of disruption.

- Children will always be given a clear, calm warning about the choices and consequences then open to them. The warning will be followed by a short time of being ignored to allow them to make the choice without the situation escalating. If they do not settle back to work, they will be told they have to go to classroom based time-out. Again, this will be said in a quiet and calm voice, making it clear that they have chosen this option. The teacher/TA must be very careful to keep the tone of the exchange non-confrontational and calm.
- They will be told the length of time they have to be in time-out. The teacher will note the time and give an indication of when the time has elapsed. Children will then be expected to return quietly to their work and continue. As the time scale involved will normally be around a maximum of five minutes, the work missed can be caught up within the lesson or just afterwards. This must always be done.
- The teacher will unobtrusively support the child as they return to work, praising them for having calmed. They will not discuss the incident itself at this stage, nor refer to it in any way. This **MUST** be done at a later time when there are no other children nearby and outside lesson time. The child must never be asked to apologise for their behaviour as they return to normal working, or there will be a risk of escalating the difficulties.
- At a suitable time, the class teacher (or TA) and child will discuss the reasons why the child needed time out. This should be done at a later time when the child has calmed and can reflect on the instance.

The incident will be reported by the class teacher and details given to the HT or SENCo if it is repeated.

For recording patterns of behaviour by SENCo, TA or HT

Poor Learning Behaviour Checklist

Name:	Class:				
Week beginning:					
Behaviour	Mon	Tue	Wed	Thu	Fri
Shouts out in class					
Verbally abuses another pupil					
Deliberately avoids work					
Playing with things from home at inappropriate times despite warning.					
Inappropriately walks about class					
Inappropriately changes seat					
Leaves the class					
Enters the room noisily					
Argues with the teacher/TA/volunteer					
Makes deliberate noises					
Refuses to work					
Takes/plays with other's property without permission.					
Any other?					

If this behaviour does not improve within a week, a meeting will be requested with the parents/carers so that the difficulties and behaviour can be discussed.

Time-out in another teacher's class

This should only be used when other strategies and interventions have been implemented. It is for children who do not settle to work and are preventing other children from learning and the teacher from teaching.

Having a list of consequences that can be used when needed is important, remembering that it is that children know that they are going to be dealt with, not the severity, that counts.

- The child is sent, with work and escorted by the class TA (at the class teacher's discretion) to the 'Buddy Teacher'. (If the work is not appropriate to be taken to another class, an alternative activity can be given.)
- If the child refuses to leave, a 'Red card' will be sent to the head teacher.
- The child will remain in the other class for as long as either teacher deems appropriate and then collected by the TA.
- Once back in class, a fresh start is made. Too much individual attention will not be offered to help the child to settle. Comments about the previous behaviour will be avoided.
- When the child has settled, praise will be given for being on task and working with the rest of the class.
- Should the inappropriate behaviour begin to escalate again, a senior teacher/headteacher will be sent for.
- Behaviour will be logged
- More than three time-outs will result in a letter home inviting the parents/carers to meet the class teacher and headteacher.
- The placement of the child on the appropriate stage of the SEN Register will be regularly reviewed.

Time-out Record

Name of Child: _____ Date: _____

Class: _____ Time: _____

Lesson/Activity: _____

Locality: _____

Name of teacher sending child to time out: _____

Please tick reason for time-out ✓

Physical aggression towards other children		Comment
Physical aggression towards adults		
Persistent and confrontational refusal to comply with adult/class/school rules		
Verbal aggression including threats of harm and racial abuse		
Aggressive use of bodily fluids		

Please tick which strategies had been used before the time-out was given ✓

Strategic ignoring		Comment
Non verbal reminders		
Defusing by humour or affection		
Change of activity		
Move of place		
Reminder of behaviour management strategies		
Support from teacher/TA		
Reminder of rules/acceptable behaviour		
Suggest voluntary class based time-out		
Choice and consequence		
Working outside the classroom with your TA		
Class based time out		
Time-out in another teacher's class		

Was physical intervention required? Yes ☐No ☐

Very Disruptive, Challenging or Volatile Incidents - Red Card

- In extreme cases, help will be sought by sending a 'red card' to the head teacher or another adult or phoning through to the office
- In emergencies any nearby adult will be summoned. All adults will try to avoid dealing with the incident without assistance unless there is acute and immediate danger.
- Should such an incident occur, all steps will be taken calmly with a view to restoring order as quickly as possible and ensuring nothing is done to inflame the situation.
- Distraction and diffusing techniques will be used.
- The adults will not become angry or judgmental about the situation, will stay calmly in control and be the least intrusive that it is safe to be.
- If other children are nearby and are at risk, they will be separated from the target child quickly and calmly.
- If the child is neither in danger, nor threatening anyone else's safety or learning, a TA or teacher will be used to try to ignore and/or distract the child.
- Asking questions of the child will be avoided at all costs.
- Moving the child from their position will only be insisted upon if it is unsafe for them or others to remain there e.g. if a child is shouting outside a classroom but is not very audible to others, the least intrusive action is to leave them there to calm down rather than take them forcibly to another location.
- The latter will be done if the incident is causing danger or disruption to the child in question or to others.

Physical Intervention

- If containing the child safely is not possible, physical interventions may be used but only by trained adults.
- Two adults will be used to move a child to a safe location.
- If the situation is too serious to use the above, the child may be physically restrained but only by trained adults.
- Restraint will continue for ONLY as long as necessary.
- As the child calms, the restraint will be relaxed until the child calms completely.
- This restraint must be witnessed and recorded by another adult.
- The relationship with the child will then be re-established to allow them to feel safe and in control once again.
- The child will not be made to apologise or explain at this stage.
- When the adults involved are all agreed that the child has had a chance to regain their equilibrium again, the child will either re-enter the classroom or other suitable arrangements will be made such as working quietly with a TA outside the classroom or with a Senior Leader.
- A record of the restraint will be completed and given to the head teacher as soon as possible following the incident on the same day. The head teacher will ensure that the parents are informed.
- If the behaviour is extreme or calming is not complete, the parents/carers will be contacted and the child excluded for the rest of the day.
- Discussions about longer, fixed-term exclusions may need to be considered. If this is the case the school will inform the parents of the risk of exclusion at the earliest opportunity.
- All other options will be considered before moving to this stage.
- Exclusions, including permanent exclusions, will be made in accordance with county policy and guidelines.

- For pupils who continue to have extreme behaviour difficulties and are at risk of exclusion, Pastoral Support Programmes and Risk Assessments will be implemented. These will be formulated and reviewed regularly with parents, outside agencies and the pupil.

Date adopted:

Signed: