



CRINGLE BROOK
COMMUNITY PRIMARY

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POLICY FOR BEHAVIOUR MANAGEMENT

June 2016

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The school's approach to discipline

The school aims to encourage self-discipline in all children and to provide an effective environment for **all children to learn and for teachers to teach**. All staff of the school, teaching and non teaching, have a role in effective behaviour management.

Objectives

- All staff to implement the behaviour policy.
- The behaviour system is displayed in each classroom and is fully explained to the children each term.
- All parents receive a copy of the overview and are asked to discuss the overview with their child.
- All parents' full support is sought.
- The behaviour overview focuses on the positive reinforcements of the school values, with the negative consequences always followed through.
- Bullying is actively discouraged and effectively dealt with.

The procedures within this policy enable the class teacher to manage effectively the behaviour of the children in their class rather than referring matters on at the early stages.

Our School Values

We respect everyone and everything

We listen and follow instructions first time

We are polite and well-mannered to everyone

We always tell the truth

We accept responsibility for the things we do

Using positive reinforcement is the best way in addressing and changing negative behaviour. Choosing positive behaviour strategies should always be the first option in dealing with behaviour. Looking for any example of positive behaviour by a child can make a massive difference to their overall behaviour.

Rewards

Children who follow the School Values will receive the following rewards, individually or for the class group. These will be determined by individual class teachers and teaching assistants and may include

- Verbal/ non verbal praise
- Stickers and positive comments on work
- Special responsibilities

- Postcards home to parents
- Weekly award in Awards Assembly
- Positive visits to other teachers / Head of school /assistant heads
- Positive meetings with parents
- Group / Class rewards
- Prize Boxes

Sanctions

Children who choose to not follow the class rules will receive the following sanctions individually.

1. Verbal warning
2. Warning name moved on the traffic lights - amber
3. Time out in class – red 1
4. Time out in another class – red 2
5. Sent to the Headteacher or Deputy

Severe – sent to Head of school /assistant heads

- Parents will be informed about their child’s behaviour when they have been sent for time out in another class by a letter sent from the class teacher (letter 1)
- When a child is on red they are sent to another class their name will be recorded in the class behaviour book
- Behaviour books are monitored by Phase Leaders each half term. Children causing concern will have a letter sent by the Phase Leader (letter 2)

Children are strongly encouraged to earn their names back up the traffic lights in order to loop them back into positive behaviour strategies.

The classes are paired up for the purposes of sending children for time out. Children are sent to another class with a reflection sheet and are accompanied by a member of staff and presented to the class teacher by them. Children in time out must always be placed inside the classroom, under close supervision.

Each child starts each day afresh. That is, any consequences from a previous day are not carried forward, unless a child has not been able to fulfil those consequences.

Letters sent home are copied for the Head of school’s file.

Any serious behaviours are logged centrally by the Head of School.

Teachers need to explain why the consequences are being followed so the children understand why and can have the opportunity to make the correct choices.

Accelerated Step

Children referred for choosing to not follow the School Values, have progressed through all the consequences and are still not responding or have misbehaved in a particular instance, i.e. for fighting,

wilfully hurting another child, wilfully destroying property, overtly refusing to follow instructions, fighting, walking out of class, walking away from an adult, physical/verbal abuse to an adult.

These will be reported to the Head of school /assistant heads who will deal with the incident. This may involve the child/children being kept out of the class for a significant proportion of a day in internal exclusion and a letter being sent home that evening signed by the Head of school /assistant heads. Those involved are asked to report back in the morning with their signed slip where the Head of school /assistant heads will then make a decision on when the child returns to class.

Playtimes and Lunchtimes

Playtimes

At playtimes, children are encouraged through verbal praise to play co-operatively. Those who still continue to choose not to follow the rules are asked to stand away from the main activities or by a member of staff on duty for a short period of time. Incidents of misbehaviour should be reported to the class teacher at the end of play as necessary.

Serious incidents should be noted for the Head of school. Some of these may warrant a child being sent for the Head of school /assistant heads to attend the playground.

Consequences

- Verbal warning
- Stand with the teacher or on their own for a short time
- Reported to class teacher
- Reported to the Head of school /assistant heads

Lunchtimes

The values for lunchtimes and playtimes outside are the same. The lunchtime behaviour system is based on the same approach as in the classroom.

Rewards

- Verbal praise
- Chance cards – drawn twice a half term on assembly (once on very short half terms)
- Lunchtime certificates – parents invited to attend assembly
- Stickers
- Lunch Star of the day

Consequences

- Verbal warning
- Stand with the Lunchtime organiser or on their own for a short time
- Reported to SLO / sent to SLO (Senior Lunchtime Organiser)
- Reported to the Head of school /assistant heads

Any matters referred to the SLO should also be referred to the class teacher at the end of the lunchtime.

Severe clause

Sent to SLO for time out who will make a decision about reporting to head / deputy for detention the following day.

If a child continues to choose not to follow rules then the Head of school and SLO send a letter to parents. Children can be sent home for dinner for a fixed period if there is no improvement as a result of contacting and meeting with parents.

Exceptional Cases

We recognise that the whole school approach as adopted for all children may need to be broken down into smaller steps for some individual children. This may include children with behavioural needs, vulnerable children, and children with SEN needs.

The teacher makes contact with the parent /carer at the earliest opportunity.

The class teacher should begin keeping detailed notes of the child's behaviour and consequences.

The class teacher, in consultation with the SENCO, may consider specific targets/ rewards/ consequences for that child individually. They should also review the child's position on the stage procedures.

An individual behaviour plan can be set up. These may consist of the following examples (these are largely progressive)

- Daily report card breaking up the day into sessions (between class teacher and child)
- Behaviour contract based on small targets
- Involvement of Headteacher with (i) and (ii) above
- Daily report card/ book between home and school agreed in a meeting with parent/carers

In the cases of a serious incident, the Headteacher may reluctantly take one of the following steps, depending on the severity of the incident and the records of previous interventions / exclusions .

- Seclusion - child spends time in school but out of their class and /or in a separate room for a period of time (ranging from half a day to 3 days), supervised by a member of staff
- EOTAS exclusion (see exclusion section) – child is excluded from school but is given 0.5 education from a teaching assistant / learning mentor and work is undertaken with the parents.
- Fixed term exclusion (see LA guidelines)
- Permanent exclusion (see LA guidelines)

Positive Handling

From time to time there may be an individual child who will require the use of reasonable and appropriate force in order to protect the safety of the child and those around them. It will always be in the best interest of the child.

The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, school will generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Positive Handling Plans

Once positive handling has taken place or if a child has an Individual Behaviour Plan which highlights this need, then the child will have a Positive Behaviour Plan. This will allow risk to be assessed and develop strategies in dealing with individuals. Parents are to be informed and consulted when Positive Handling Plans are developed.

Each approach should be reviewed half-termly.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. At the beginning of each academic year parents are asked to sign a Home-School Agreement, establishing codes of behaviour from school, parents and children. A copy of this is available on the school's website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School, school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Executive Headteacher in conjunction with the Head of School has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

Where exclusions occur the governing body establish a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents in a warning book. The Head of school records those incidents where a child is sent to them.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give red or yellow cards when necessary. Routine lesson observations of teaching staff also provide opportunity for the Senior Leadership Team and Subject Leaders to monitor behaviour.

The Executive Head/Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Antibullying

Principle 8 - The school will address bullying and prejudice motivated incidents. The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. The school will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to members of staff to ensure they are aware of how to identify and to deal with such incidents.

This policy should be used and with reference to the Trust Anti-Bullying Policy.

Equality Duty

This policy is underpinned by the key principles of the Equality Act 2010.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.