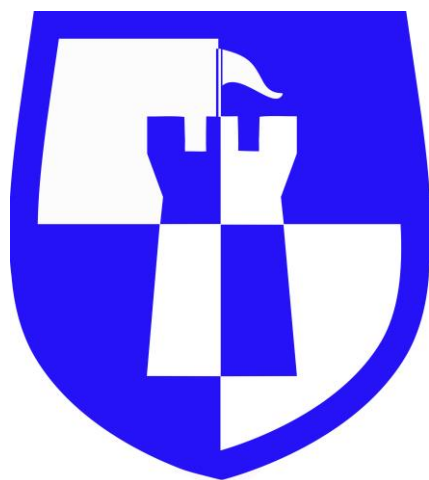


Castlecroft Primary School



Behaviour Policy

to be used in conjunction with Anti-Bullying Policy

Reviewed January 2022

Castlecroft Primary School Behaviour Policy

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning. We believe that a clear, shared understanding of the school's values is a pre-requisite for the effectiveness of this behaviour policy.

We base our approach to behaviour management upon creating a climate of positivity and mutual respect. All children and staff aim to meet the school's high expectations for behaviour and conduct and this is constantly reinforced through a range of rewards which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are also used where necessary and as appropriate to the child and the misbehaviour that has taken place.

The children of Castlecroft Primary School behave very well for most of the time and meet the high expectations of behaviour set. This policy is to ensure consistency on the occasions when children's behaviour falls below expected standards.

Teachers use the agreed 'behaviour system' of behaviour management to encourage positive behaviour and to teach children to be responsible for their own actions. Teachers have a visible display within the classroom which reminds them of the steps and sanctions in place.

Behaviour Stages

First step: Chance

- The pupil is given a CHANCE. This is the pupils chance to put correct the problematic behaviour before they move to the next stage

Second step: Time out within the classroom

- The pupil is given a time out within the classroom. This is 5 mins maximum and is time for the pupil to reflect on their behaviour so that they can return to the lesson and be successful
- The pupil can return before the timer has run out if they feel that they are now able to rejoin the lesson successfully
- The pupil needs to meet with the teacher at the end of the lesson to discuss the incident. If the pupil has successfully returned to the lesson this can be chance to celebrate the positive change in attitude.

Third step: Time out in another classroom .

- The pupil will go to a different classroom with a 5 minute timer and again spend time reflecting on the behaviour choice that they have made. At the end of that time they should return to their class, apologise to the member of staff and rejoin the lesson successfully.
- The pupil will need to stay behind at the end of the lesson to make up the time they missed from the lesson
- The teacher will be able to explain again what the issue was and to praise any positive change in behaviour

Fourth step: Sent to the Head or Deputy Head

- The pupil is taken to the Headteacher or Deputy Head for them to explain themselves. The Headteacher will make a decision as to whether to contact parents. The decision will depend upon the severity of the incident and whether this is an isolated incident or not.
- The pupil will lose one playtime. The time may be used to catch up on the work that has been missed or to write a letter of apology to the member of staff
- The pupil must apologise to the member of staff before they are able to return to the classroom. Failure to do this would demonstrate that lessons had not been learned and that respectful behaviour is still not evident. In this incident the pupil's parents would be contacted.

REMEMBER

Each day is a fresh start for everyone.

RED HAND

- The school operates a Red Hand system as an emergency procedure.
- This can be used where there is a significant behaviour issue ie a child's behaviour has become dangerous or will not comply and refuses to respond to the adult in charge.
- In this instance the red hand will be taken to an adult in school explaining where the incident is taking place and that help is required.
- Staff receiving a Red Hand should respond immediately and should let other adults know that there is an emergency within school.

Castlecroft Primary School: Behaviour Policy

Aims

To enable children to understand that acceptable behaviour is a result of mutual respect - respect for myself, respect for others, respect for property.

To promote the values of honesty, trust, fairness, tolerance, compassion and politeness.

Objectives

Adults - teaching and non-teaching:

1. To provide a role model
2. To have high expectations of themselves and the children
3. To emphasise and reward positive behaviour
4. To respond to and deal with unacceptable behaviour in a firm, fair and consistent manner
5. To involve and inform parents of all aspects of this policy

Children:

1. To understand that they are a valued part of the community
2. To understand their role
3. To discuss and share what constitutes acceptable behaviour e.g. in PSHCE lessons
4. To understand and know what is acceptable behaviour
5. To be responsible for behaving in an appropriate manner

School Rules

We have Clear behaviour rules displayed throughout the school and these are shared with all children and referred to regularly. We have simplified our rules:-

- Castlecroft's Golden Rule
'Always treat others as you would like them to treat you'
- Castlecroft's playground rule
'Kind hands, Kind feet, Kind words'
- Castlecroft's School rules

**Always be Ready
 Respectful
 Kind
 Honest**

These words are discussed in assembly and class as to what they mean and what the children need to do to meet the expectations for behaviour.

Rewards for good behaviour and effort

All teachers encourage their classes through a system of praise and rewards.

- Rewards should be seen as special and meaningful.
- Rewards are most effective if they follow immediately upon the desired behaviour.

Children may be:

- given verbal praise and smiles
- given stickers and stars
- house points
- given marbles in the jar for the class reward system

- Receive a merit award in Achievement Assembly or presented with the Cup of Kindness for significant kind and helpful actions
- praised in front of others
- sent to another teacher and to the Headteacher for appreciation of significant improvement in behaviour
- given extra privileges and responsibilities
- Parents may be notified by letter of special improvement/attainment.

Sanctions for unacceptable behaviour

- There is no use of physical punishment.
- All sanctions should take individual circumstances into account and be in proportion to the offence.
- Try to remember that we should:
 - criticise the behaviour and not the person
 - use private rather than public reprimands whenever possible
 - be fair and consistent
- Persistent or serious misbehaviour may be referred directly to another teacher or to the Headteacher or deputy Headteacher. The steps in the behaviour policy do not necessarily need to be followed in this instance. Persistent or serious unacceptable behaviour the Headteacher will arrange to meet parents in school, with a governor if appropriate
- Letters may be sent home reminding parents of the power to exclude a child
- Exclusion remains as the last resort when other sanctions have failed or can be applied in cases of behaviour that may threaten the safety of the individual or others.

If a child **persistently** behaves in an unacceptable way, it may be deemed necessary by the head teacher and governing body to:

- issue a formal warning
- impose a fixed term exclusion
- impose a permanent exclusion (as a last resort)

Incidents of serious unacceptable behaviour

Incidents of serious unacceptable behaviour including significant acts of aggression, significant acts of disrespectful behaviour to members of staff, homophobic or racist incidents and bullying incidents, will not be tolerated. (please refer to Anti bullying policy for more information.)

- The head teacher or deputy Head teacher must be informed.
- A decision will be made as to the sanction required
- Parents will be informed of the incident and the school's response.
- A log will be kept of the incident, the school's response and outcomes of any action will be monitored

Individual Behaviour Plans/Special Arrangements

In cases where individual children experience difficulty in behaving as we would wish them to, and little progress in modifying their behaviour is noted following the consistent use of the school's usual range of rewards and sanctions, the child will need to be considered for inclusion on the school's special educational needs register.

If this is the case, the child's teacher will discuss the child with the SENCO, who is responsible for the behavioural aspects of the code of Practice for Pupils with Additional Needs. The SENCO will provide advice and support in the drawing up and implementation of appropriate plans or arrangements, in liaising with the child's parents and in enlisting their support.

Physical Restraint of Pupils

There are very limited circumstances in which the use of physical restraint is appropriate.

These are:

- where a pupil's behaviour is at risk of causing injury to him/her self;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.

A selection of teachers will be specially Team Teach trained to help them develop de-escalation techniques and safe ways to restrain a child

Following the physical restraint of a child, a written report is completed and kept in the behaviour file.

Recording incidents of unacceptable behaviour

When there are persistent behaviour concerns or serious incidents of poor behaviour, these are logged within school

Monitoring log

Class teachers keep a monitoring log of persistent low level behaviour concerns. These help to show a pattern in behaviour that is useful in identifying triggers and ways to bring about improvements. They can be used to record incidents of poor lunchtime behaviour.

They can be used to support meetings with parents and when discussing next steps with senior leaders and the Headteacher.

Lunchtime behaviour books

(see below - Recording of Lunchtime behaviour incidents)

Behaviour monitoring file

Incidents of serious poor behaviour, particularly racist/homophobic incidents and bullying incidents as well as records of restraint are kept in the file.

Bullying and racist incidents- school will keep a record of the incident, the actions taken as a result and the outcomes as a result of the action.

Procedures for tackling incidents of poor behaviour at lunchtime

The head teacher will support the lunchtime supervisors in helping to maintain the lunchtime as a fun, safe and respectful time in the school day by

- sharing with them the school's ethos in tackling incidents of poor behaviour so that there is consistency across school.
- Meeting with them regularly to discuss their concerns and share any safeguarding concerns
- Meeting with the Lead Lunchtime supervisor before and after lunchtime to discuss any concerns.
- Maintaining a visible presence at lunchtime
- Making himself available to tackle incidents of unacceptable or dangerous behaviour
- Providing the necessary first aid training and training in behaviour management

During the lunchtime incidents of poor or dangerous behaviour will be tackled in a similar way to other times of the day by

- Giving the children a **CHANCE** to correct the problematic behaviour
- Giving the children a **TIME OUT** of 5 mins to reflect on the choices they are making before returning successfully to lunchtime. During time out the children will stand against the wall. At the end of the Time out the lunchtime supervisor will check with the child that they understand why they were given time out and seek reassurance that there will now be an improvement.

- If the problem persists the child will be asked to leave the playground and will be taken to the Head teacher or Deputy head to discuss the incident
- Persistent poor behaviour at lunchtime may result in a request for a pupil to go home for lunch.

Recording of lunchtime behaviour incidents

- All lunchtime supervisors are assigned to a class. They will each have a lunchtime behaviour book which is given to the teacher at the end of each lunchtime to read through and is collected by the Lunchtime supervisor at the start of each lunch time. The book represents a line of communication between the class teacher and the lunchtime supervisor and is used to inform each party of things they need to be aware of.
- The lunchtime supervisors will use their professional judgement as to which incidents need recording and passing on to the teacher. Incidents that have been successfully resolved often do not need passing on. Incidents of persistent poor behaviour, dangerous behaviour or incidents that may continue into the classroom and disrupt the learning will need to be logged.

Policy review

This policy will be reviewed annually to assess its implementation and effectiveness. The policy will be promoted and implemented throughout school.