



# CRADLEY COTE VA PRIMARY SCHOOL

## BEHAVIOUR & DISCIPLINE POLICY

Vision Statement: Enriching Lives

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<u>Dates</u>				
Written	Autumn 19			
Reviewed				
Amended				
Next Review	Autumn 20			

# Managing Positive Behaviour Policy

## School ethos:

At Cradley Primary School, Christian values permeate through every aspect of school life and guide the aims and rationale of our school policies.

This policy deals with the expectations of behaviour at Cradley Church of England Primary School.

We care for and protect God's children to help them develop and maintain desired behaviour and life skills. Should behaviour fall below our high expectations, we aim to support and help them flourish in their journey.

## Aims

- We aim to create an environment where everyone and especially children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- To focus attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour.
- To promote a shared approach to dealing with discipline issues by all adults in school and enable children to develop self-discipline through understanding and respect.
- We seek to open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them.
- We also aim to cope wisely and compassionately when things and people go wrong, focusing on developing the dignity of the individual. .
- We provide opportunities for healing, repair and renewal through which repentance, forgiveness, truth and reconciliation are possible. Trust, generosity, compassion and hope are promoted.

## Principles

- We aim to promote good behaviour based on Christian values that are demonstrated through acts of worship, all lessons and all aspects of school life.
- Children are encouraged and taught how to behave appropriately at all times, both in and outside the classroom, and in and beyond the school building.
- Children are given opportunities to develop good manners and self-command in a range of situations and environments through a vibrant curriculum and through positive reinforcement.
- Children are aware of the importance of positive learning behaviours and their responsibility to work hard. They have ownership of our key values for learning; which are discussed and explicitly referred to throughout the school week.

- Our policies are founded on Christian teaching. Behaviour, in particular, is based around "Treat others as you would like to be treated". (Luke 6:31) and "Love one another as I have loved you.. (John 15:12)

### **How we support behaviour using THRIVE:**

We believe the school/learning environment has a central role in a child's emotional, social, and moral development, just as it does in their academic development. Children bring to school a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes, and life experiences. We recognise the impact a child's emotional development has on their overall achievement and have developed a whole school approach with specific provision within our broad and balanced curriculum designed to help the children with their emotional and social skills. All children work towards common values based on the core principles of honesty, respect, responsibility and forgiveness.

We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours. This approach is known as THRIVE and is used by schools across our learning community and nationally. It is based on scientific research and informed by up to date neuroscience. All our staff are trained and we use it in our daily practices with all children. We have two THRIVE practitioners who coordinate this work and they are trained to identify the emotional needs that underlie troubling behaviours. Specific 1-2-1 provision is in place to support these children whose behaviour interrupts their own and others' learning.

## **Our THRIVE approach:**

The teacher/learner relationship can be used to prevent and to respond to disruptive behaviour.

- Whole school training to ensure the approach underpins all aspects of school life
- We have a Thrive area where 1-2-1 and / or group work takes place
- An on-line Whole Class screening tool helps us to identify the needs of the children and plan the focus for the class.
- Assessment for children with specific needs and a clear step-by-step action plan with planned 1-2-1 support, specific teaching strategies and small group work is put in place. These assessments will be matched to any relevant SEND provision maps and shared with parents.
- We believe that all staff have a responsibility to actively help children develop core skills by:
  - Modelling good social skills and conflict resolution
  - Setting appropriate boundaries
  - Showing empathy and understanding by attuning, validating, containing and regulating feelings
  - Listening to the children and helping them develop thinking steps
  - Using praise and rewards to encourage the learning of personal skills and self-regulation
  - Provide specific curriculum activities linked to social and emotional development

### **Rules and routines:**

Our school/class rules and routines are designed to give clear and consistent guidance to the children. The aim is to provide support that will encourage the children to become increasingly independent and learn how to manage their own behaviour - a key life skill. We keep rules to a necessary minimum:

- we use rewards to celebrate and reinforce good behaviour
- rules and routines are appropriate, consistent and communicated clearly to the children

### **Rules:**

Be ready

Show respect

Be safe

Children are encouraged to try to resolve disputes themselves and to take responsibility for their own actions. The classroom environment gives clear messages to the children, therefore, the quality of the adult/child relationships, classroom routines and teaching strategies have an important influence on how children behave.

We use management systems which are designed to help children take responsibility for their actions, make good choices and support them to reflect on their behaviour.

Staff use the behaviour system in each class and in the playground. This acts as a positive guide and gives the child a chance to moderate their own behaviour. The warning system is there as a 'life line' to support children and help them to become more independent. If a child does not respond after the 2nd warning there is a sanction (usually to miss playtime). However in some specific cases and depending on the situation, the warning system may not be appropriate and there is an immediate

consequence. If the behaviour persists they will be sent to the headteacher and the headteacher may inform the parents.

### **Rewards**

We always look for opportunities to praise and reward the children for their efforts, achievements, attitude and behaviour. Rewards might include:

- non-verbal rewards such as thumbs up or a smile, or a high 5 gesture
- Stickers, lots of verbal praise, show work to peers, other staff, the head teacher
- children are divided into house teams and they are awarded house points throughout the week
- On Friday each week we have our Celebration Collective worship where we celebrate the pupils' achievements and successes. Certificates are awarded for learning, behaviour and achievements. The House Team points are collected and celebrated

### **Responsibilities:**

Staff should

- treat all pupils fairly and with respect
- help all children to develop their full potential
- create a safe, pleasant and well organised learning environment
- use positive rewards and sanctions consistently and fairly
- be good role models
- form positive relationships with parents and children
- recognise and value the strengths in every child's parents
- make children aware of appropriate behaviour
- encourage independence and self-discipline

Children should

- do their best
- contribute to their own learning and school life
- treat others, their belongings and the environment with respect
- show consideration for others
- consider the effects of their actions on others

### **Sanctions:**

If a child does not respond to the positive behaviour strategies, the school uses a range of sanctions to discourage inappropriate or disruptive behaviour.

At Cradley Primary School we have consistent and fair systems to manage misbehaviour, designed to teach children how to regulate their own behaviour, get on with others and make a positive contribution to the school community. In the following tables we have listed inappropriate behaviours and a range of strategies and sanctions which are used in school.

Behaviours Moderate

Serious Level

Critical

Fidgeting / fussing Telling tales Dropping litter Being noisy Unkind remarks Inappropriate language / being rude Time wasting Running in the school building Pushing Being unhelpful in class Failing to keep on task Leaving the classroom without permission	Consistently shouting out Consistently distracting others Being rude to staff Poor attitude to learning Fighting Stealing Bad language Aggressive behaviour Refusal to cooperate Unable to regulate emotions	Serious assault Uncontrollable behaviour and deregulation Vandalism Damage to the school property Physical / verbal threats made to other children or adults Leaving school without permission
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Strategies And Sanctions Moderate	Serious Level	Critical
<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Non verbal warnings</li> <li>• Verbal</li> <li>• Warnings Reward / praise others to model expected behaviour</li> <li>• THRIVE wave 1 provision</li> </ul> <p>Sanctions:</p> <p>Sit on own Repeat the activity or task</p>	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal warnings</li> <li>• Reflect and write an apology</li> <li>• Contact and involve parents</li> <li>• THRIVE Wave 2 &amp; 3 provision</li> </ul> <p>Sanctions:</p> <ul style="list-style-type: none"> <li>• Work outside the classroom</li> <li>• Finish task at break/ lunch time</li> <li>• Sent to explain their behaviour to the head teacher</li> <li>• Loss of privileges (eg playtimes)</li> <li>• If a child repeatedly displays persistently poor behaviour, the HT will meet with the parents.</li> </ul>	<p>Strategies:</p> <p>Complete a Risk assessment Work with parents and agree the:</p> <ul style="list-style-type: none"> <li>• Behaviour Care Plan - procedure for safe holding and fixed term exclusion</li> <li>• expectations of the parents</li> <li>• Support from other agencies (i.e. behaviour support team, CAMHs, Education Welfare Officer, social care, Educational psychologist, BST)</li> <li>• Involve other agencies in the care plan &amp; procedure for safe holding and fixed term exclusion</li> <li>• Physical containment (positive handling policy)</li> </ul>

- Arrange alternative provision within school:
- Reduced timetable
- 1-2-1 support out of the classroom
- THRIVE Wave 3 provision and work with the LA to arrange alternative provision

Sanctions:

- Loss of privileges
- Lunchtime exclusion
- Fixed term
- Temporary exclusion
- Permanent Exclusion

**Lunch time Behaviour and strategies**

Strategies And Sanctions		
Moderate	Serious Level	Critical
Unkind remarks	Bad language / abusive language	Behaviour escalates
Inappropriate language / being rude	Aggressive behaviour	Uncontrollable behaviour and deregulation
Pushing loss of temper	Refusal to cooperate	Physical / verbal threats made to other children or adults
Being unhelpful	Being rude	Leaving school without permission
Going over the top in their play.	Unable to regulate emotions	
Being unsafe	Unsafe behaviour	

Strategies		
<p>Strategies: VRFs Verbal Warnings/ Reward / praise and others to model expected behaviour</p> <p>Sanctions: 5 mins in time out</p> <p>If a child does not respond or refuses to go to time out they move to - have to miss the rest of the break</p>	<p>Strategies: VRFs warnings</p> <p>Sanctions: System =the Lunch time supervisors will ask for a teacher to come outside and that child will lose the right to be in the playground</p> <p>This may be extended to more than 1 playtime - depending on the incident</p> <p>Use of alternative</p>	<p>Strategies: To get assistance</p> <p>Sanctions: LTS staff will radio for / go straight away to get the HT (or another teacher if HT is not in school) who will come out and the child will be taken in.</p> <p>The HT will decide what action/sanction to take</p>

	provision at lunch & playtime Parents informed via Tapestry	
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### **Procedures in place where there is concern about a child's behaviour**

As a general rule nobody has the right to touch, hold or contain another person. However, staff working in our school have a duty of care and sometimes have to operate in exceptional circumstances, where it is sometimes necessary to act outside the norm to keep a child safe.

We use:

Positive handling ( see policy)

- Risk assessments, care plans and critical incident reports
- We work with other agencies and children services
- Alternative provision
- Alternative arrangements for break times
- Reduced timetable should a child's behaviour continue to give concern in spite of the above procedures a fixed term temporary exclusion may be carried out.

### **Exclusions**

There are three types of exclusion. These are:

- Lunch time exclusions
- Fixed period exclusions last for a specific number of days (cannot be longer than 45 days in the school year).
- Permanent exclusion means that a child may not be allowed to go back to the school again, unless he/she is reinstated by a meeting of the Discipline Committee.

There are a number of steps which the school has to take and procedures which must be followed:

- the parent/carer must be informed immediately, ideally by telephone
- within one day, the Headteacher must inform the parents/ carer by letter that the child has been excluded, the type of exclusion and the reasons for it. The letter should also state the date that the child can return to school and the time of the reintegration meeting
- the Headteacher must notify the local education authority [LA] and the Discipline Committee set up by the governing body, of the child's exclusion for any fixed period exclusion over 5 days or a permanent exclusion
- the Headteacher's letter tells the parent/carer that they have the right to make representations to the Chair of the Discipline Committee about the decision to exclude their child.
- if the parent/carer wish to state their case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and the parent/carer may be invited to attend.



We have a strong inclusive ethos at Cradley Primary School and work hard to build a positive school environment, where every child is valued. We will only take this action in extreme circumstances having followed our procedures, explored all other avenues and worked closely with parents and the child concerned.

**Review**

This policy will be monitored by the Governing body and is reviewed annually.

Other policies related to this policy

Governor Behaviour Principles

SEN

Positive Handling

Child protection

Anti- Bullying

Unreasonable behaviour policy