

A POLICY FOR THE POSITIVE MANAGEMENT OF BEHAVIOUR



CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL

Headteacher: Mrs Claire Green

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(To be reviewed annually).

A POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR



CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Capenhurst C.E. (Controlled) Primary School. The appendices at the end of the policy outline the rules, rewards and sanctions that will be used to support the aims and objectives of the policy.

Purpose

It is the primary aim of Capenhurst CE (Controlled) Primary School that every member of the community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all embedded in Christian values as befits a Church of England School and reflects the Church of England Vision for Education with its four corner stones of Wisdom, Hope, Dignity and Community. This ensures that pupils and staff are able to work in an environment that is safe, friendly, peaceful, honest and fair, as is their right as individuals.

Good behaviour is an essential condition for effective teaching and learning to take place and must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from *emphasising potential, rewarding success and giving praise for effort and achievement*, rather than focusing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. We understand that, at times, children make inappropriate behaviour choices and can be supported to recognise this, learn to understand the impact of their choices and be forgiven. This compassion will enable children to develop their own sense of right and wrong and be supported in making better choices in the future. Helping all children to behave well is a shared responsibility involving school and parents working together. A child's behaviour does not start and end with the timings of the school day, it is a continuous process. This policy has been informed by the responses collected from pupils, parents, governors and staff through a series of consultations in the autumn term 2019. Comments and suggestions have been implemented, where appropriate, so that the policy reflects the needs of its community and enables collaborative working so that everyone can support the development of good behaviour for each child within our school.

We believe good behaviour means that everyone in school is;

- careful, considerate, kind and forgiving
- polite, well mannered and friendly
- helpful to each other

- quiet and hardworking
- respectful, thoughtful and tolerant

Aims for good behaviour

Our aims are:

- to work consistently and fairly in the positive management of behaviour
- to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- to encourage staff, children and parents to value good behaviour
- to develop our children's self discipline
- to help our children to feel good about themselves and others
- to encourage our children to co-operate with one another and with adults in the school
- to create a positive and stimulating learning environment, having high expectations of children's work
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Objectives

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for P.S.H.E.
- a range of circle time activities
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned, differentiated and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

As adults we all have vital roles to play in making this policy work for all pupils at Capenhurst CE Primary School.

The role of the class teacher

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time. The class teacher treats each child fairly and enforces the classroom code consistently, treating all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the

class behaviour log, (red book), and the response from parents when the matter has been shared. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker, educational psychologist or behaviour support specialist. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour (see Appendix 3); the headteacher may permanently exclude a child. Further details regarding exclusions can be found later in this policy. These actions are taken only after the school governors have been notified.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school behaviour policy which is available on the school website, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate 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 and carers as soon as possible if we have concerns about their child's welfare or behaviour, initially through a phone call and then a face-to-face meeting. Where contact is not possible by phone then a letter will be sent. If the school has to use reasonable sanctions to punish a child we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the headteacher or Chair of the Board of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. At all times, a record of the meetings will be kept in school.

The role of governors

The 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 teacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Implementing the policy

At Capenhurst we choose to use the traffic light system with every child starting on green (further information is detailed throughout the remainder of the policy and appendices). We believe that every day is a new day and every child deserves the opportunity to start afresh each day. In recognition of this, each child will start each new day on the green circle unless they have received a red warning and report card.

All adults and children have a role to play in ensuring that the rules (see Appendix 1) are adhered to at all times and children who do this are rewarded accordingly (see Appendix 2). If a child exhibits unacceptable behaviours that do not follow the rules of the school or their behaviours are more severe then sanctions will be imposed (see Appendix 3).

In addition to the traditional traffic light colours, there will be an additional gold 'star' where children can move to when they display consistently excellent behaviour.

To aid the introduction of the behaviour expectations and sanctions to our youngest children in Reception, 'time out' will be used during the first half term (September to November). This will provide the children with the time and space to understand the behaviour expectations and traffic light system. During 'time out' children will sit on a chair or step with a 5 minute timer, after which a discussion will take place about their behaviour and apology expected. After this period, the usual sanctions will be used.

If the procedures appear to be failing to help a child control his/her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, Behaviour Specialist Consultant, EWO or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed. Where appropriate, individual management and support plans will be drawn up to identify triggers of behaviours and strategies for dealing with outbursts and/or incidents. Time out or internal isolation may be strategies that are adopted when behaviours indicate that this is necessary to secure the welfare of all pupils and staff in school. This will be matched to the individual needs of the child and may include a positive handling plan, in line with the school's positive handling policy. All plans will be shared and agreed with the child and their parents.

Fixed term and permanent exclusions

We do not wish to exclude any child from school but sometimes this may be necessary. At all times, the most current and up-to-date statutory guidance for 'Exclusion from Maintained schools, Academies and Pupil Referral Units in England' is adhered to. Exclusions in Cheshire West and Chester are extremely rare.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion (Capenhurst will use the standard letters supplied by CWaC for this purpose). At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term, and exclusions that would result in the pupil missing a public examination or national curriculum test. For other fixed term exclusions of less than 5 days, the headteacher will inform the LA and governing body once a term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a duty to assemble, (when required), 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 under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling. If the decision of the headteacher to permanently exclude a pupil is upheld, the parents of the pupil have the right to apply to the local authority for an independent review.

Re-integration following a fixed-term exclusion

A re-integration meeting is held with the child and their parents on their return to school, the date and time will be shared with parents within the letter notifying them of the fixed term exclusion. This meeting is vital to ensure the smooth re-integration of the pupil back into school. The method of re-integration into school will be discussed with the pupil and parents to ensure clarity and agreement by all parties before the pupil is admitted back into the whole life and community of the school. This will safeguard all parties against further potential incidents in the immediate future.

Physical restraint

As outlined in the school's positive handling policy, which is also reviewed annually.

Bullying

As outlined in the school's anti-bullying policy, which is also reviewed annually.

Monitoring and evaluating

This policy will be monitored by Claire Green, Headteacher and discussed with staff. Classroom behaviour logs will be reviewed by a member of staff on a weekly basis and repeated behaviours will be reported to the head teacher. Incidents of a more serious nature will be recorded by the headteacher; this file will be reviewed each half term by the senior leadership team. Outcomes will be reported to governors through a report to the appropriate committee. Exclusions (fixed term and permanent) will be reported to governors as detailed earlier in the report.

The policy will be evaluated each term through staff meetings and with the governors each term.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A copy will also be published on the school website.

Date to be reviewed: September 2020 or earlier if legislative changes indicate a need

Appendix 1 – The Golden Rules

We expect all children to conform to the Golden Rules:

- Follow the instructions the first time you are asked
- Allow others to work and play without interruption
- Keep hands and feet to yourself
- Say only kind words to others
- Move sensibly around school and around the classroom

These will be shared with pupils at the start of the new school year and the re-visited at the start of each half term.

They will be displayed prominently around school and in each classroom.

Each class will have a display board where every child and adult in that room will sign their name to show their understanding of and commitment to following the rules.

Each child will take home a revised home/school agreement with the rules displayed and the expectation of pupils, parents and school to work together to abide by the school's behaviour code. These will be returned to school. Non-return of home/school agreement does not give exemption to any pupil or parent from playing their part in abiding by the school's behaviour policy, its rules and sanctions.

Appendix 2 – Rewards

Rewards for children who follow the rules of the school

We encourage good patterns of behaviour by using

- non verbal signals
- positive verbal comments and praise
- giving children responsibility
- sharing positive aspects with others
- awarding star of the week badges to pupils
- awarding the cup to an infant child and a junior child on a weekly basis
- awarding stickers
- recognition at sharing assembly
- school 'House System' based upon the four elements
- awarding Headteacher stickers and certificates, followed by a text to parents to let them know of the award
- attendance will be celebrated with class certificates and extra playtime for classes with 100 % attendance each week
- individual attendance will be celebrated with certificates for 100% across the whole year
- mid-day assistants will award stickers for pupils who they feel have been considerate, polite, helpful or displayed excellent table manners. These will be presented during sharing assembly

For those children who remain on 'green' for the week, they will receive a sticker and this will be celebrated in sharing assembly.

For those who remain on 'green' for a half term, they will receive a certificate and a chance to select an item from the lucky dip.

For those children who remain on 'green' for the whole school year, they will be presented with a certificate and gift voucher.

House points will be collected each week and the totals will be read out during sharing assembly. These will then be displayed in school in a prominent place. The winning house each week will be awarded the house point cup which will be presented during sharing assembly and then placed in the entrance hall and decorated with ribbons for the winning house.

The headteacher will keep a record of pupils who remain on the green each week.

Appendix 3 – Sanctions

Each child deserves to receive quality teaching and learning experiences whilst at Capenhurst. This can be disrupted when another child chooses to engage in low-level disruptive behaviours such as calling out, fidgeting, pulling faces and spoiling another child's working environment or space. To help all children understand the seriousness of the impact of these behaviours and give them the opportunity to modify their behaviour, Capenhurst has chosen to use a traffic light system to clearly indicate which level any child is currently at.

When a child forgets a Golden Rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is possible for all children to redeem themselves and move back to an early stage through improved behaviour and by following the Golden Rules. More severe behaviours are dealt with below as they would result in a 'straight red'.

Green – all children will begin at this stage and remain here if they follow the Golden Rules

Amber – a child will move here if after receiving **one** warning, they choose to continue with disruptive behaviour, this may result in a time-out within the classroom or removal to another class if appropriate

Red – parents and the Headteacher will be informed if disruptive behaviour continues.

If a child accumulates three Amber sanctions in a week, they will be spoken to by the headteacher who will communicate this with the child's parents. The child will then receive a report card for the following 5 days, see below for details.

Throughout the planned stages of sanction it is important to continue to reward and encourage the child for their good behaviour with:

- planned ignoring
- non verbal signals, effective eye contact
- verbal warning, reminding the child of our aims/rules

Children will return to green the following day unless they were placed on red and have a report card.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour, see lists below.

The following behaviours are deemed unacceptable:

- Fighting
- Swearing
- Bullying

In the event of child choosing to behave in these ways, they will be given a 'straight red' and their behaviour will be dealt with by the headteacher or a senior member of staff in the head's absence. Where behaviour is deemed unacceptable or causes harm to another, parents will be informed and the child will receive a report card (see appendix 4). The report card will last for 5 school days with the child remaining on red until the report is completed. The removal of the report card after 5 days will be subject to satisfactory behaviour being displayed by the child. The report card will be signed by the headteacher (or senior member of staff in her absence) at the end of each school day and

also by the parents. Additional actions or sanctions may be discussed. The report card and working with parents will help the child realise the seriousness of their actions and ultimately have a positive impact on the child's behaviour.

Possible additional sanctions include:

- Missing playtimes
- Internal isolation away from their peers for either work or play times

If the incident occurs outside during either break time, then the child will automatically lose a playtime. Additional playtimes may be withdrawn from the child if the report card indicates that they have not made the decision to modify their behaviour.

When a child is on 'red' and a report card for 5 days, their name will be placed on the outer black section of the traffic light so that the usual warnings and amber sanctions can be used to manage behaviour during that time. Once the report card is completed, the child's name can be placed back in the 'green' section of the traffic light.

The following behaviours are deemed worthy of a fixed term exclusion (the length of which will be at the discretion of the headteacher, with a permanent exclusion being applied where necessary):

- Serious physical assault or attack against another child or adult
- Using extreme or adult sexualised language or behaviour towards a child or adult
- Repeatedly making another child or adult feel uncomfortable or unworthy
- The use of inappropriate or aggressive language in a disrespectful or threatening manner towards another child or adult
- Deliberately causing damage to another person's or school property
- Bringing an offensive weapon e.g. knife, blade, screwdriver, gun, starting pistol, onto school premises. The item will be immediately confiscated by a member of staff.
- Deliberately bringing substances such as glue, solvents, alcohol, cigarettes or illegal drugs onto school premises for the purpose of misuse (if this behaviour is repeated then it will result in a permanent exclusion)

If a child is found to have brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from school. The police and social services will also be informed.

In reference to permanent exclusions, all stakeholders are referred to the information detailed in the 'Exclusion from Maintained Schools, Academies and pupil referral units in England'; regarding statutory guidance on factors that a head teacher should take into account before taking the decision to exclude permanently includes the following statements.

'A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school.'

The decision to exclude a pupil is not one that is taken lightly and without due consideration of potentially contributing factors. Where practical the child will be given the opportunity to present their case.

Grid of behaviours

Level of Sanction	Examples of possible behaviours
Traffic lights	<ul style="list-style-type: none">• Calling out• Fidgeting that disrupts the learning of others• Pulling faces• Spoiling another child's working environment or space.
Parental contact and placed on report card (e.g. 'straight red')	<ul style="list-style-type: none">• Fighting• Swearing• Bullying• Receiving three Amber sanctions in a week
Fixed term exclusions	<ul style="list-style-type: none">• Serious physical assault or attack against another child or adult• Using extreme or adult sexualised language or behaviour towards a child or adult• Repeatedly making another child or adult feel uncomfortable or unworthy• The use of inappropriate or aggressive language in a disrespectful or threatening manner towards another child or adult• Deliberately causing damage to another person's or school property• Bringing an offensive weapon onto school premises• Deliberately bringing substances such as glue, solvents, alcohol or illegal drugs onto school premises for the purpose of misuse
Permanent exclusions	<ul style="list-style-type: none">• Repetition of bringing substances into school• A child is found to have brought illegal substances into school, and is found to be distributing these to other pupils for money

This list is not exhaustive and serves as a guide to how different sanctions will be applied to different behaviours. Additional behaviours may be exhibited that will receive equivalent sanctions to those listed above.

Appendix 4 – Report card