

Curry Rivel Primary School: Behaviour Policy

Ethos

- We believe that it is important that children experience success in school - in academic, creative, social, practical and physical activities.
- We believe that children need to feel successful, to be seen to be successful by others, and to have their efforts valued.
- We believe that school must help children to become confident, independent and responsible (as individuals and as members of a group or class).
- We believe that everyone who is involved with the school (children, staff, governors etc.) should feel valued and respected and view behaviour as a matter for their concern.
- We believe everyone should try to relate well to each other by showing co-operation and tolerance, regardless of their religious belief, race, culture, abilities or family background.
- We believe children should be encouraged to respect themselves, others and their surroundings. They should develop pride in themselves, in their work and in their school.

Aims

- To set up clear and consistent expectations of behaviour throughout the school in order to maximise the standards of behaviour.
- To help children to reflect about their behaviour and help children develop a clear understanding that their behaviour is their own responsibility.
- We aim 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.
- To encourage pupils to sort out difficulties in peaceful ways

This policy is based upon the following key rules decided and agreed upon by the children.

At Curry Rivel School

- Everyone is important. We respect and look after each other.
- We keep our school grounds neat and tidy and respect other people's belongings.
- We listen and try always to tell the truth.
- We try to do our best at all times and never give up.
- We behave well in the lunch hall and eat our food politely.
- We are proud of our school when we visit other places.

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 adults in 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

- 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 Pupils

- To treat others with consideration and respect
- To listen when other people talk
- To follow instructions from teachers and other staff
- To sort out difficulties without making matters worse
- To ask for help if you need it
- To do your best and let others learn

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
- Communicate with parents

Responsibilities of Parents

- To ensure children arrive at school on time
- To treat others with respect
- To tell the school if your child is being bullied or upset

- To provide children with the equipment they need at school

Organisation

- 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.
- Systems to ensure this happens have been set up as follows:

School Rules

The rules will be few in number and will be clearly displayed in all classrooms. The most significant 'rule' is respect. From this, all other 'rules' follow.

Each class will discuss the school rules every term. They may be discussed throughout the year to explore, reinforce them and keep them fresh in everyone's mind. All the staff and pupils should be part of this process. Classes may wish to include specific rules for their class.

Pupils will be praised for following and keeping school rules. Everyone is responsible for praising thoughtful and responsible behaviour.

Rewards

There is a whole school policy for rewarding good behaviour:

- Praise
- Showing work to others, pupils, teachers, head teacher
- Celebration assembly
- Values education
- Smiley faces/stamps
- Merits to obtain Rainbow certificates in assembly
- Class cups
- House Points leading to House enrichment activities

Target Behaviours

The school will target specific behaviours for a limited time. This will be discussed with the child and his/her parents at the beginning of the period with the reasons for this emphasis. Agreed praise and rewards will be given throughout the given period in order to reinforce the desired behaviours.

Negotiated Rewards

Children need to be involved in negotiating rewards that are meaningful to them. In consultation with the children these are some ideas for rewarding good behaviour and achievement.

- Responsibilities
- Smiley Stamps
- Merits
- Stickers
- Target Stickers
- Certificates
- Prizes
- A small amount of free choice time
- Extra playtime

Behaviour management Strategies

Should a child not keep to the agreed class rules a number of sanctions 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:

- Peer mediators (trained in house)
- 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 rules/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/marking on board when interruptions are made
- Restorative justice (Lead by ...)

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

These interventions should be followed up with an imposed sanction usually in the form of time paid back.

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.

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 be meaningful and where possible make reparation.

Sanctions and consequences can include the following

- Verbal reprimand
- Verbal apology
- Write about rule that was broken
- Written apology
- Loss of playtime (or part). Child may eat break time snack when s/he returns to playground.
- Loss of lunchtime (or part)
- Making up work
- Clearing up
- Name in Breaktime/Lunchtime book (in School Office)
- Loss of privilege (e.g. job, after school club, as appropriate)
- Phone call to parent
- Letter home to parent

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. Anti-Bullying and Equal Opportunities policies are also available.

Other Areas to Aid Organisation

Toileting

Children are encouraged to use the toilet before lessons begin.

Playtimes and Lunchtimes

The emphasis will be upon noticing and rewarding positive, thoughtful behaviour rather than drawing attention to misdemeanours.

Lunchtime Book

Children who misbehave during lunchtimes may have their names recorded in the Lunchtime Book.

Persistent misbehaviour 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 and voluntary parent helpers in its implementation.
 - Ensure that the policy is clearly stated in the school brochure and 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 very 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 breaks rules and creates a level of disruption.

- Children will always be given a clear, calm warning about the choices and consequences now 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 (**NEVER STRAIGHT AWAY**) the class teacher (or TA) and child will discuss the reasons why the child needed time out.
- The incident will be logged on SIMS and remain there for as long as the disruptive behaviour continues.

Class Time-out 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.					
Physically abuses another pupil					
Inappropriately walks about class					
Inappropriately changes seat					
Leaves the class					
Enters the room noisily					
Argues with the teacher/TA					
Makes deliberate noises					
Verbally abuses teacher/TA					
Physically abuses teacher/TA					
Mimics teacher/TA					
Refuses to work					
Takes/plays with other's property without permission.					
Any other?					

After two days with items regularly ticked, sent to Head teacher with the list. After a week, a report card will be sent home and behaviour closely monitored.

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 or another child (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/ another child.
- 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, start at the beginning.
- Behaviour will be logged on SIMS
- More than three time-outs will result in a formal letter home inviting the parents/carers to meet the class teacher.
- The placement of the child on the appropriate stage of the SEN Register will be regularly reviewed.

Pay Back Time

- This is the loss of free time with the teacher who sent the child.
- Children must not lose time from another area of the curriculum if they behave badly in the core subjects. All pupils need a broad and balanced curriculum.

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	<input type="checkbox"/>	Comment
Physical aggression towards adults	<input type="checkbox"/>	
Persistent and confrontational refusal to comply with adult/class/school rules	<input type="checkbox"/>	
Verbal aggression including threats of harm and racial abuse	<input type="checkbox"/>	
Aggressive use of bodily fluids	<input type="checkbox"/>	

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

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

Was physical intervention required?

Yes ☐

No ☐

Incident Sheet completed

☐

Very Disruptive, Challenging or Volatile Incidents - Red Card

- In extreme cases help will be sought by sending an 'Red Card' to the the head teacher or another adult.
- 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 child will not be questioned or have direct comments made towards them about the incident.
- 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, an 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 time-out.
- 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 the time-out room.
- 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 as long as necessary in the one hold trained for.
- 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 an LSA outside the classroom.
- An Incident Sheet, noting 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 reviewed February 2017

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