Clarborough Primary School

Behaviour Policy

Summer Term 2020

Review frequency:	Annually	**Review date:**	Autumn term 2020
Governing committee responsible:		Pupils, Strategy & Resources committee	
Governor approval:	Summer Term 2019	**Website:**	Yes
Staff responsible:	Head Teacher	**Date reviewed:**	26th May 2020

Our behaviour policy supports our school vision, mission statement, ethos and 'Golden Rule'. **It has been updated in light of the current COVID-19 pandemic and social distancing procedures that are in place nationally**. In the process of implementing this policy, we remind all staff, volunteers and governors that it is not acceptable to discuss children's work or behaviour outside school. All staff, volunteers and governors should also ensure that they call children by their given or preferred name and should encourage all children to call staff by their title and family name. This policy should be considered in conjunction with the SEND policy.

School Mission and ethos

(December 2018)

At Clarborough, we have many minds but one mission: be the best you can be.
Our core values of health, well-being, family and a love of learning permeate through our Golden Rule: We look after ourselves, others, our school and our planet.
Health and well-being: healthy minds, healthy bodies, healthy choices.
Family: valuing, respecting and supporting each other.
Love of learning: engaging, challenging, working hard, taking risks and celebrating success.

Hierarchy of Rewards

The emphasis of our Behaviour policy is 'to concentrate on rewards for positive behaviour'. This can be done in the following ways:

- With a pleasing look or smile;
- Verbal praise to the individual or written praise to the individual;
- Verbal praise for a Class or Group;
- Stamps, stickers and house points to be given to child or put on a child's work;
- Good behaviour or good work cards and stickers to be given to the child to take home;
- Opportunity to choose a task on completion of work, for showing good/kind behaviour or special responsibility to be given by the Teacher;
- Recognition of good work/behaviour by other Teachers or Classes. Pupils to decide with which Teacher they would wish to share their success with;
- Stickers, house points and certificates rewarding specific aspects of behaviour e.g. being a good role model, helping younger children, improved behaviour at playtime etc.
- Courtesy certificates each half term for children in each year group;
- Merit certificates each half-term half term for children in each year group;
- A visit to the Head Teacher to show their good work. Good behaviour or good work cards to be given to child by the Head Teacher to take home;
- Classes 1 and 2 have named pegs to clearly show how a child is behaving. Pegs are attached to one of three faces: "superstar", "keep it up" or "you need to think". Good behaviour or work may be rewarded by asking a child to "move their peg to superstar";
- In KS2 each class has a reward system in place. These specific classroom reward strategies for each age group will be reviewed regularly, and may be changed to maintain the children's interest;
- Mid-day supervisors give out good behaviour stickers, cards and certificates. They also award half termly Lunchtime Superstars, which are announced in the School newsletter.

Unacceptable Behaviour – (also see appendix)

Low-intensity, high frequency behaviours cause Teachers and children most stress and interfere with effective teaching and learning in our classrooms. Systems and procedures put in place to reduce risk and ensure social distancing where appropriate and should be adhered to at all times by pupils.

Unacceptable behaviours have been identified as:

1. Lack of respect for social distancing guidelines including:
    - not arriving or departing school as directed
    - not following school instructions on hygiene, including sand washing and sanitising
    - not moving around school as per instruction
    - not following expectations about 'catch it, bin it, kill it' when coughing or sneezing
    - not following the rules around sharing equipment
    - not following expectations at play times and lunch times and when using the toilets
    - coughing or spitting at or towards any other person

2. Lack of respect for staff by
    - Inappropriate facial gestures or body language;
    - Inappropriate verbal interruptions;
    - Inappropriate movement around the classroom or school;
    - Destroying the teaching environment.

3. Lack of respect for other pupils by
    - Using hurtful words
    - Making hurtful actions
    - Not respecting personal space and social distancing
    - Destroying the learning environment

All children are to be fully aware of the detail of the above via constant reinforcement during regular class meetings

Hierarchy of sanctions

1. Positive reinforcement of what is right.
2. Frown, point etc. Body language reinforcement that what is happening is not acceptable.
3. Verbal warning in front of the class.
4. Change of seat or isolation.
5. Verbal warning and Headteacher informed.
6. Staying in to complete work under supervision.
7. Isolation within the classroom or playground. The child is given a "time out" period away from other pupils, being carefully monitored by the teacher or other member of staff.
8. Parents will be informed of any behaviours linked to point 1 Unacceptable Behaviours by the Head teacher. The safety and well-being of all our pupils is paramount and this will not be tolerated.
9. Warning Cards will be given to the child to take home to parents/carers and a record kept by the class teacher in the class behaviour file in relation to points 2 and 3 (Unacceptable Behaviour). If a child receives three warning cards in the same term parents will be invited to talk to the Head Teacher. If the problems persist parents will be invited to work with the SENCo to plan further support for their child.
10. Head Teacher and class teachers will consult the SENCo to devise appropriate strategies for individual children when appropriate.
11. SENCo to be available at lunchtimes to work with children experiencing problems with their behaviour.
12. If progress is not being made, the school can refer the pupil through the Early Help Assessment Form or refer to the family SEND team for further guidance e.g. to involve Think Children, the Behavioural Support Services, the Educational Psychology Service, or other appropriate outside agencies.
13. If a child is not able to maintain a good standard of behaviour and show regard for the safety of themselves and others then it may be necessary to exclude them from certain activities, which may take place on or off the school premises, in or out of school time.
14. A child may be excluded from school for a fixed number of days or lunch times. Ultimately this could lead to a permanent exclusion.

Behaviours likely to attract a warning card.

- Low-intensity, high frequency behaviours that interfere with effective teaching and learning in our classrooms.
- Low-intensity, high frequency behaviours that interfere with children's ability to enjoy their recreation
- Inappropriate or offensive language, facial gestures or body language
- Inappropriate movement around the classroom or school, particularly in light of social distancing guidelines
- Vandalism of any kind
- Using hurtful words to children or adults
- Using the internet or mobile phones to harm or upset children or adults
- Actions that cause pain, injury or fear to children or adults
- Not respecting people's personal space after having the victim's discomfort explained
- Any behaviour which is not in line with our four Golden Rules

Resources

- See Appendix for guidance to using this policy.
- Training needs to be continued for all staff to feel comfortable with the teaching of pupils displaying challenging behaviours.
- This Behaviour Policy and Anti-Bullying Policy are available to help with groups experiencing difficulties.
- In extreme or urgent cases non-contact time can be provided for members of staff to work with the school SENCo.
- There are P.S.E./ SEAL ideas for activities available for all staff. The SENCo keeps these resources.
- The 'Cherry Tree Books', (612), and 'Let's Talk About' series are in the library and deal with bullying, racism etc. etc.
- 'P.S.E.' file, books on Parachute Games, Circle Time, and Co-operative Games are available for staff to use.

Persons responsible

The Head Teacher and SENCo

Evaluation

This policy will be evaluated by Head Teacher for its effectiveness in the autumn term 2020 and will form part of the Head Teachers report to Curriculum committee meetings.

Appendix to Behaviour Policy
Rewards and Good Behaviour Guidance May 2019

All staff will

- Teach, encourage, promote and model good behaviour in school.
- Explain and demonstrate the behaviour we wish to see. e.g. good manners - Please and thank you - Not interrupting - Not insisting on being first
- Show respect for others, the building and equipment.
- Listen to others.
- Show self-control.
- Behave in an orderly manner.
- Display good working habits.

Ways of promoting good behaviour

- Praise
- Facial expression
- Verbal comment
- Written comment
- Sharing with class, other teachers, HT.
- Letter to parents home
- Reward tokens – house points, stickers, badges, certificates.
- An activity.
- Privileges.
- Responsibilities.

For the whole class

- Choice of activity
- Extra playtime.
- Rights and Responsibilities- Class teachers will agree a set of common class rules based around the following principles:
- Talking (when appropriate or levels of noise, learning, movement (around the classroom and school buildings)
- Treatment of others (manners and respect)
- Problem solving and safety: In cases where disregard is shown for these principles the class teacher will follow the 4W's approach with the pupil, outlined below:
- What did you do? (This will focus on the behaviour relative to the consequence)
- What part of the golden rule did you break?
- What is your explanation?
- What do you think you need to do to put this right?

It may also be appropriate to consider; How can I help you with your plan to put things right? (Supporting the pupil with apologies; mediation; restitution)

Unacceptable behaviour

Unacceptable behaviour is determined through the class rules. The following behaviour is always unacceptable and will not be tolerated:

- Swearing
- Bullying
- Deliberately damage property
- Harassment against all protected characteristics as identified within the 2010 Equalities Act (for example racial or sexual harassment)
- Rudeness
- Vandalism
- Stealing
- Rudeness to staff
- Rudeness to other pupils
- Aggressive behaviour
- Threatening behaviour to pupils and staff
- Hitting an adult
- Repeatedly targeting specific pupils
- Spitting
- Running away from staff
- Putting hands on staff

The consequences of unacceptable behaviour

Parents/carers will be contacted as a consequence of this behaviour. Either the Head Teacher or SENCo will speak to the child involved once they have calmed down. They will discuss their negative actions, not their personality. They will also remind pupils that they are responsible for their actions and are choosing poorly. The class teacher will ensure that parents/carers are told at the end of the day by that their child has been in trouble via a warning card. Two visits to a senior member of staff involving these types of behaviour will result in a meeting with parents and their class teacher. Any further incidents involving these behaviours will result in a meeting with parents and the Head Teacher.

Any of these actions could lead to detention during lunch, suspension from break/playtimes, or in more serious cases internal or fixed term exclusion from school. If an exclusion order were made, this would require their child to be collected from school. Work would then be provided for them to complete. If property has been damaged, the school may ask for it to be paid for by the parents/carers. We will also follow up reports of misconduct to or from school, usually informing parents of the incident. We believe that it is very important that outside the school premises children continue to act as good ambassadors in the wider community and can reprimand pupils for poor behaviour outside of school hours.

Lunchtime Supervision

The school recognises the need for quality supervision on the playground at break times. All staff are aware of the need for supporting the behaviour of all children. All staff are aware of the need for particular vigilance in specific circumstances and should ensure they position themselves appropriately to supervise all areas. Staff should be on the playground before children leave the school building and last off the playground at the end of lunch/break times.

Out of class Behaviour

Staff will ensure that members of the public are not inconvenienced or put at risk by pupil(s) activities or behaviour, and that they do not bring the school into disrepute.

Children with Social, Emotional Behavioural Needs

The SENCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child's behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom[1]. At Clarborough School we ensure that we have key members of staff who are trained in the use of Physical Intervention and should this ever be required the parents or carers of the child involved will be fully informed of the circumstances that led to this action being taken.

[1] *Behaviour and discipline in schools – January 2016 Department for Education*

Levels of Behaviour Management in school

Level		Pupil Behaviour	Teacher Action	Extra Support
1 *T	These levels are managed by the class teacher	Pupil respects the rights of others, is co-operative and self controlled	Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, gold points.	Involve colleagues, parents and whole school in pupil achievement.
Pupil				
2 I		Minor disruptions, talking, off task, poor concentration, low concentration levels.	Teacher seeks supportive solution with student, negotiating small steps to success. Use of loss of break times to complete work if appropriate, to reflect on disruption caused. Uses range of behaviour strategies	If necessary involve SENco or HT to define problem and assist in solution.
Pupil				
3 E		Persistently infringes on the rights of others. Rude or disruptive behaviour. Continuing level 2 behaviour.	Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs and continue range of strategies	Involve support from HT.
Pupil				
4 R 1		Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour.	Teacher consults with colleagues, support staff and parents. Behaviour / incident logs kept and reviewed with SMT. Modified playtime privileges, time out, daily behaviour report, agreed period of internal exclusion, withdrawal from school trip or other event	Involve HT, parent.
Pupil				
5 Tier 2+		Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault.	Teacher refers the problems directly to SLT who will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupil and parents internal or fixed term exclusion may be considered.	Involve HT, parent and other agencies.
Pupil				

*Tier 1 – Bassetlaw Behaviour Partnership agreed protocol

Monitoring

The behaviour of the children and success of this guidance will be monitored continually by the behaviour coordinator. Lunchtime and class incidents are monitored through the lunchtime detention log and are analysed on a half-termly basis. Information about the behaviour of the children will be sought informally from the whole school community. Behaviour, both in and out of class, is monitored each half term.

Non-Verbal Cueing

Non-verbal cues are a quick and effective way to raise a pupil's behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate

that the teacher would like a groups or classes attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (not pointing or tapping on a table for example).

Immediate consequences

Examples include: - sitting away from others (after repeatedly distracting fellow pupils) - working away from others (relocation in the room) - cool off time within the room. - time out, away from the activity or classroom.

Deferred consequences

Deferred consequences range from the 'chat after class', through to a lunchtime detention. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

Following up

Some behaviour issues can be followed up after class. This may include cleaning/packing up in own time or finishing work during lunch and then follow up the behaviour one to one with the pupil.
When following up consider:

- 'calm' self before calming the pupil.
- tune in to how they may be feeling.
- avoid 'rushing' the dialogue.
- use open body language and avoid crowding personal space.
- avoid arguing; keep the focus on the behaviour/issue.
- adopt a pleasant tone.
- refer the pupil to the class agreement or rule that has been broken.
- allow the right of reply.

This may also involve a 'negotiated consequence' where the teacher and pupil agree an appropriate resolution / restitution for the situation

'I' statements

These can be used to convey the teacher's needs and concerns or to tune in to the pupils needs and concerns:
'I can see you're upset, is it because...' or 'I feel concerned/worried/upset, that you are...'
It may also be directional
'I want you to put your hand up without calling out' or 'I want you to go back to your seat and work...'

Safe Touch

Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance. More than 'catching them being good' Children with high attentional needs and distracting, disturbing attentional behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.