

Catton Grove Primary School

Behaviour Management Policy



Approved by:

Catherine Lorne -
Headteacher

Date: 01.09.22

Darren Woodward-
Chair of Governors

Date: 01.09.22

Last reviewed on:

September 2022

Next review due by:

September 2023

We will strive to create an atmosphere of calm and security for our children in which effective learning and teaching can take place.

Our aims are to

- Develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- Create conditions for an orderly community in which effective learning can take place.
- Achieve mutual respect between all members of the community
- Show proper concern for the environment.

A high standard of behaviour is an expectation in this school and all members of the school community should use and be consistent with the same approach. The behaviour of the individual should be managed by the individual, and the behaviour of whole groups should be managed by adults in the school.

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

Roles and responsibilities

The governing board

The Chair of Governors will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Chair of Governors giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Our Expectations- Pupil Code of Conduct

We expect children in our school to:

- be polite and courteous at all times
- behave in an orderly and self-controlled way
- act without verbal or physical aggression
- understand the value of, and show respect for personal property
- be prepared to co-operate in all aspects of school life including completing classwork
- share resources and equipment effectively
- show respect for each other
- take responsibility for their own safety and the safety of others
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school

These expectations will be reinforced through classroom rules which are defined by class members at the start of the year. Each teacher should agree with the class the rules and routines so that everyone knows who does what, when and perhaps most importantly HOW. Please see Appendix 1 – Guidance on formulating classroom rules

Staff should develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Core Values

We have incorporated 11 'Core Values' into our curriculum to strengthen the culture and ethos of the school and to help create a strong community identity. These core values support the behaviours of our pupils and set out our expectations of everyone in the setting. We discussing behaviours with children, adults will refer to the Core Values.

Rewards

We believe that positive praise is the basis of good behaviour management. Appropriate opportunities should be made to praise children. This will raise their self-esteem and help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society.

These are some of the characteristics we all work hard to promote.

- being helpful to everyone in the school community
- working hard and to the best of our ability
- being kind, thoughtful and careful
- keeping promises and telling the truth
- being polite and friendly
- discussing misunderstandings and problems
- achieving something new
- listening to and following instructions carefully

Rewards should be given when behaviour reflects the above characteristics.

Rewards can include stickers, Dojos, special responsibilities, ringing the Ambition Bell, time on the play equipment etc.

Foundation Stage

Nursery – Caterpillar

Stickers are given for positive behaviour.

Should a child need support with their behaviour, a member of staff sits with them to have thinking time and demonstrate expectations.

Nursery – Bumblebee, Ladybird and Butterfly

Stickers are given for positive behaviour.

Should inappropriate behaviour occur a verbal warning is given, should this continue, a three-minute time out is issued and recorded in the Timeout Book. The member of staff issuing the Timeout will discuss the behaviour with the child. If the behaviour continues, a Timeout is given in another Nursery room and a member of staff will talk through the behaviour with the child. This Timeout is also recorded.

Reception and KS1

Stickers are given for positive behaviour. The children will also be given a Green card for excellent behaviour/work – sent to another classroom where a reward is given, and the celebration song is sung.

Should inappropriate behaviour occur, children are given a verbal warning for inappropriate behaviour i.e. that breaks a class rule or disrupts others' learning.

If the inappropriate behaviour continues a yellow card is given, the child then shows card to other adults in setting.

A red card given if inappropriate behaviour continues or immediately if extreme behaviour is shown (biting, kicking). At this point the child is taken to another classroom for a short period of "thinking time".

Cards only last for one session, so the child starts each session with a 'clean slate'.

Sticker charts are agreed on for specific children working on specific behavioural issues - these will be shared with parents/carers and appropriate staff.

KS2

Rewards

Rewards across KS2 are given in the form of praise, stickers, and Dojo points. Pupils will visit the senior leadership team to share good work.

Procedures for actions following consistent misbehaviour:-

Stage 1

Pupils will receive verbal warnings by a member of staff for inappropriate behaviour.

If the pupil amends the behaviour, the class teacher will use appropriate verbal praise to remind pupils of the way in which they turned around their behaviours.

Stage 2

If the pupil receives three warnings and does not try to display the required behaviours, they will be placed in the classroom of a designated colleague with their work to complete. For the vast majority of pupils this is generally enough for them to have time to reflect on how they behave on return to their own classroom. The pupil will be required to attend a lunchtime detention. (Please see the procedure below).

Stage 3

In the cases where persistent unacceptable behaviours are reoccurring and/or the pupil receive three time outs within a half term period, the parent/ carer is required to meet/talk to the class teacher with the class teacher to discuss strategies to resolve behaviour this may include the use of a Report Card. (Please see below for details of Daily, Weekly or Break time Report Cards)

Stage 4

For some pupils where behaviour is deemed to be violent towards either pupils or adults or the pupil has damaged property, this may lead to a fixed term exclusion. It is expected that a parent will attend a meeting prior to the pupil returning to school and an action plan being agreed by the school, parents, and pupil. Any such exclusion must follow the Exclusion policy.

Report Cards

For a small proportion of pupils daily, weekly or break time report cards help them to keep their behaviour on track. Each report card MUST have no more than three achievable targets which are aimed at supporting the pupil to achieve the required behaviours. A copy of the report is sent home to parents/carers and a copy is kept in school. Some pupils request these reports and if this is the case, parents are informed that is the pupil's choice.

Lunchtime procedure Key Stage One – Behaviour Recovery (Currently in year groups)

If there is a behaviour incident at lunchtime adults may, after consideration use Behaviour Recovery. The ethos behind Behaviour Recovery is restorative. The Behaviour Recovery model allows children to take responsibility for their own behaviour and, through positive prompts, get back on-task more quickly.

Children will be taken to a classroom/ office if they need to be taken off of the playground at lunchtime to reflect on their behaviour choices with an adult and reflect on how they could have made better choices.

This is an immediate consequence and children are to stay in for the rest of the lunchtime session.

Behaviour Recovery procedure

1. Children sent in from the playground (after careful consideration of the need to be sent in).
2. Adult on duty to sit with the child. Child tells the adult, in their own words, what has happened/why they have been sent in. If there is more than one child sent in because of a related incident, then the adult and children sit down together. Adult listen to both sides of the incident. (During this discussion adults and children all sit down- it is important that you are at the same level as the children).
3. Children to go to a thinking spot, to think about their behaviour and about what they are going to do to put their wrong choices right.
4. If more than one child-is involved children sit separately for thinking time. Children to sit in a good thinking spot (chair/carpet).
5. Adult and child/children to come back together to discuss the child's ideas about how they can put things right. Decide on an appropriate action i.e. make a card of apology, fix something you have broken, help someone etc.
6. Complete the decided action.
7. Adult then finishes with a firm message that their behaviour was not acceptable and explain why/ what behaviour is expected in the future.
8. Child to remain in behaviour recovery for the rest of their lunchtime.
9. Teachers to continue to log behaviour recovery incidences. Date/ why they were sent in/ what restorative action was completed/ initial/ complete name on table.

Key Stage Two – Detentions

The Year Leader supports the child/ children, who throughout the day have had a Time Out. The children are sent to the Year Leaders classroom, just before lunch with Time Outs. Time Outs are handed to the Office at the end of the week and recorded on CPOMs.

Their actions will be discussed with questions such as:

What actions led to you being here?

What proceeded the behaviour?

What should you have done instead?

What will you do in future?

These children will stay in the class for 15 minutes to consider their behaviour.

In dealing with behaviour incidents adults should avoid:

Inconsistency

Negative comments – especially about the person

Punishing a whole group
Imposing excessive sanctions
Aggressive shouting
Put downs and sarcasm
Ridicule or humiliation
Causing intentional embarrassment
Labelling the child instead of challenging their action(s) and behaviour

Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes
Non-completion of classwork or homework
Poor attitude

Serious misbehaviour is defined as:

Repeated breaches of the school rules
Any form of bullying
Sexual violence or sexual assault (intentional sexual touching without consent)
Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- o Sexual comments
- o Sexual jokes or taunting
- o Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
Vandalism
Theft
Fighting
Smoking
Racist, sexist, homophobic or discriminatory behaviour
Possession of any prohibited items. These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful
Repeated, often over a period of time
Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see Anti Bullying policy for further information.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Detention, Pastoral programme for re-education/ or a one-off lesson on the significance of Sexual Harassment and the impact it can have on victims, Internal exclusion or a fixed term Exclusion.

The process involves -

- Responding to a report, listening to the victim, offering pastoral support to the victim.
 - Decide on sanction and include education over the significance of Sexual Harassment
 - Decide whether there is a need to refer to early help, children's social care or report to the police
- Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

PE/Swimming Changing Room Behaviour Expectations:

At Catton Grove Primary school, we expect all our pupils to be able to feel safe and respected whilst getting changed for PE and Swimming. We listen to pupils concerns and act upon them where necessary. Expectations of behaviour in the changing rooms are set out on posters, which are displayed for the pupils and adults to see. Also, expectations are shared with the pupils, by class teachers and PE staff regularly, in order to keep everyone staff whilst changing. See Appendix 4.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child using a Positive Communication Plan. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings with the previous teacher.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Positive Handling

From time to time it may be necessary to restrain a pupil in order to;

- Prevent them harming themselves.
- Prevent them harming others.
- Prevent them damaging property

In other circumstances it may be appropriate to remove a child from a classroom if their behaviour is either likely to or is causing significant disruption to the class.

This kind of sanction should only be used as a last resort when all other strategies have been employed.

Restraint will:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reasonable, proportionate and necessary
- Be recorded on CPOMS and reported to parents

Staff should follow the guidance set out in the 'Use of Force to Control or Restrain Pupils' as issued by the DCSF in 2010. Named staff have received the required Norfolk 'Step On' and 'Step up' training to restrain children and a detailed list is held with the safeguarding leader. Training is updated every 1 year.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our and safeguarding policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Support for staff

It is important to remember that all members of staff work together to ensure and maintain the highest standards of behaviour. Support is available to all staff throughout the school. It is much better to seek help and use the procedures that exist.

It is a strength to be able to ask for help. Enlisting a senior colleague to visit and observe can support more effective behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being a school where everyone knows what is expected of them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Appendix 1

Devising Classroom Rules (Including those for Wet Breaks)

Rules should be drawn up and agreed as a class. These displayed in a written and pictorial form in order to ensure all pupils can access them.

- Rules should -
- Be clear.
 - Be fair and reasonable.
 - Be positive, explaining what we want rather than what we don't want.

- Be enforceable.
- Have agreed consequences.
- Be regularly referred to.

Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly HOW.

The number of rules should be limited to:

- Rules about manners - how we speak to one another, how we attract attention.
- Rules about movement in and between classrooms.
- Rules about safety.
- Rules about noise levels - class talking and listening rules.
- Rules about care of the classroom environment - clearing up, care of school property, care of one's own and others' property.
- Rules about respect and consideration.

Appendix 2 : Definitions of reward systems

Dojos

This an online system which has been used throughout many the school. Rewards are given for good learning behaviours and general behaviour towards each other. Parents can access their child's Dojo Record; this enable parents to be able to see what their child has achieved and reinforce with praise at home.

Star of the Week:

Each week the class teacher will nominate a pupil to be 'Star of the Week'. They can be nominated for academic and non-academic reasons. The certificates are connected to the months Core Value. Their certificate will be presented in the weekly celebration assembly/classroom. The pupil will retain a copy of the certificate and another will be prominently displayed in the school for everyone to see.

Classes who have no time outs (class or lunchtime) will receive a certificate in the weekly celebration assembly.

Appendix 3: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 4: Changing Room Expectations

Changing Room Rules



1. Enter the changing room quickly and quietly and find a suitable space to get changed.
2. Keep all your belongings in a neat pile, ready for when you are finished.
3. Respect other people's personal space and do not touch anyone else or their personal belongings.
4. Listen to the adult's instructions as to when you can enter the Swimming Pool or the PE Hall.

