



CRADLEY CE PRIMARY SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

Vision Statement: Enriching Lives

Policy written by: Miss V Guy

<u>Dates</u>				
Written	Autumn 22			
Reviewed		Autumn 23		
Amended				
Next Review	Autumn 23	Autumn 25		

Managing Positive Behaviour Policy

School ethos:

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

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

We follow guidance from the DfE and incorporate the British values into our behaviour expectations.

The DfE states, "Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments in which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Five British Values: Rule of Law, Tolerance, Mutual Respect, Democracy, Individual Liberty.

Good Behaviours in our school:

As a child journeys through our school they are respectful, showing kindness, and tolerance of each other.

Children should

- do their best
- contribute to their own learning and school life
- treat others, their belongings and the environment with respect
- show consideration for others
- consider the effects of their actions on others
- be ready to learn at the start of lessons and try their hardest
- follow our learning behaviours and Christian values
- Come and speak to an adult when something has upset them.

School routines:

We expect:

- When moving around school children to walk and talk only in a whisper.
- If entering the school at break or lunchtimes we expect children to obtain a "hall" pass from an adult on duty.
- Line up silently when the bell goes at breaktime.
- When entering the classroom, children to put their belongings away with care and follow the instructions of the class teacher.
- Line up in the classroom smartly and quietly.
- If a disagreement happens children to try and resolve difficulties independently, however if this cannot be done they need to talk to an adult.

- All adults to listen carefully to both children's views and follow the restorative support and sanctions laid out in this policy.
- Children to sit carefully on a chair and be inclusive of everyone on the table.
- To speak quietly and be aware that the volume in the hall can become loud quickly.
- All children to have tolerance of each other and not speak in a disrespectful manner towards others.
- Children will not physically hurt one another.

Purpose

Throughout all aims we wish to act proactively rather than reactively.

- We aim to create an environment where everyone - especially children - feel safe, secure and respected, enabling children to develop a sense of self-worth, respect and tolerance for others.
- We aim for children to display positive behaviours which enable them to learn.
- We aim for children to be kind and considerate and share God's love.
- We aim for the children to know who they can come and speak to if they witness misbehaviour.
- We aim for all staff to have a shared responsibility in supporting behaviours in school.
- We aim to proactively support pupils to behave appropriately, teaching children what good behaviours look like.
- We aim to continually work to maintain high standards of behaviour, through restorative support, Thrive, and reflecting on times when misbehaviours happen.
- We aim for all adults to respond consistently, promptly and predictably with confidence when a pupil misbehaves.
- We aim to cope wisely and compassionately with misbehaviour, focusing on developing the dignity of the individual, providing opportunities for healing, repair and renewal through which repentance, forgiveness, truth and reconciliation are possible.
- We aim for trust, generosity, compassion and hope to be promoted.
- We aim to promote good behaviour based on Christian values that are demonstrated through acts of worship, all lessons and all aspects of school life.
- Where a problem arises which the member of staff cannot deal with SLT will be on hand to support staff in managing behaviour. We also aim for all staff to be trained to an appropriate level for their role. We train all staff during their induction period.

Principles

- Children are encouraged and taught how to behave appropriately at all times, both in and outside the classroom, and in and beyond the school building. This is through the teaching and modelling of what good behaviour looks like.
- Disruption will not be tolerated in our school and a proportionate action will be taken to restore and acceptable standard of behaviour. We have a zero tolerance to bullying, physical threats, derogatory language (including name calling) and intimidation.
- Children are expected to develop mutual respect and tolerance for each other - even when we are different.

- Children are given opportunities to develop good manners and self-command in a range of situations and environments through a vibrant curriculum and through positive reinforcement.
- Children are aware of the importance of positive learning behaviours and their responsibility to work hard. They have ownership of our key values for learning: which are discussed and explicitly referred to throughout the school week.
- Our policies are founded on Christian teaching. Behaviour, in particular, is based around "Treat others as you would like to be treated". (Luke 6:31) and "Love one another as I have loved you.. (John 15:12)

Rules and routines:

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

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

Rules:

Be ready

Show respect

Be safe

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

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

Staff use the behaviour system in each class and in the playground. This acts as a positive guide and gives the child a chance to moderate their own behaviour. The warning system is there as a 'life line' to support children and help them to become more independent. If a child does not respond after the 2nd warning there is a sanction (usually to miss playtime). However, in some specific cases and depending on the situation, the warning system may not be appropriate and there is an immediate consequence. If the behaviour persists they will be sent to the headteacher and the headteacher may inform the parents. If a child enters the school, the class teacher will discuss our behaviour expectations with them and give them a buddy to support them.

Rewards

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

- Non-verbal rewards such as thumbs up or a smile, or a high 5 gesture
- Stickers, lots of verbal praise, show work to peers, other staff, the head teacher

- Children are divided into house teams and they are awarded house points throughout the week
- On Friday each week we have our Celebration Collective worship where we celebrate the pupils' achievements and successes. Certificates are awarded for learning, behaviour and achievements. The House Team points are collected and celebrated

Responsibilities:

Staff should

- treat all pupils fairly and with respect
- help all children to develop their full potential
- create a safe, pleasant and well organised learning environment
- use positive rewards and sanctions consistently and fairly
- be good role models
- form positive relationships with parents and children
- recognise and value the strengths in every child's parents
- make children aware of appropriate behaviour
- encourage independence and self-discipline
- SENDco will work with teachers of children with SEMH to ensure that their needs are being met through a behaviour plan.

Parents should:

- Get to know the school behaviour policy
- Reinforce the policy at home
- Work in partnership with the school and raise any concerns in an appropriate manner directly with the school.
- Celebrate children's behaviours with them.
- Ensure they understand the school's rules and routines.

School Leaders

- Make sure that all members of the team - including governors - are aware of the behaviour policy and have read it
- Support staff who need help in relation to behaviour
- Model exemplary behaviour management
- Give all staff behaviour support in their induction
- Make sure all staff are able to attend behaviour training as needed.

How we support behaviour using THRIVE:

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

We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours. This approach is known as THRIVE and is used by schools nationally. It is based on scientific research and informed by up to date neuroscience. All our staff are trained and we use it in our daily practices with all children. We have one THRIVE practitioner who coordinate this work and they are trained to identify the emotional needs that underlie troubling behaviours. We have 2 other members of our team who support the emotional developments of our children. We have THRIVE lunchtime clubs and afterschool clubs, having reflected on the times where behaviours were less predictable. Specific 1-2-1 provision is in place to support children whose behaviour interrupts their own and others' learning to prevent this from reoccurring. We try and identify these behaviours before they affect other children or the individuals learning.

Our THRIVE approach:

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

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

Sanctions:

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

At Cradley Primary School we have consistent and fair systems to manage misbehaviour, designed to teach children how to regulate their own behaviour, get on with others and make a positive contribution to the school community. In the following

tables we have listed inappropriate behaviours and a range of strategies and sanctions which are used in school.

Moderate		
Behaviour	Strategies	Sanctions
Fidgeting / fussing/telling tales Dropping litter Being noisy Unkind remarks Inappropriate language / being rude Time wasting Running in the school building Pushing Being unhelpful in class Failing to keep on task Leaving the classroom without permission	<ul style="list-style-type: none"> • Non verbal warnings • Verbal • Warnings • Reward / praise others to model expected behaviour • THRIVE provision in class 	Sit on own repeat the activity or task

Serious		
Behaviour	Strategies	Sanctions
<ul style="list-style-type: none"> • Consistently shouting out • Consistently distracting others • Being rude to staff • Poor attitude to learning • Fighting • Stealing • Bad language • Aggressive behaviour • Refusal to cooperate • Unable to regulate emotions 	<ul style="list-style-type: none"> • Verbal warnings • Reflect and write an apology • Contact and involve parents • THRIVE provision 	<ul style="list-style-type: none"> • Work outside the classroom • Finish task at break/ lunch time • Sent to explain their behaviour to the SLT • Loss of privileges (eg playtimes) <p>If a child repeatedly displays persistently poor behaviour, the SLT will meet with the parents.</p>

Critical		
Behaviour	Strategies	Sanctions
Serious assault Uncontrollable behaviour and deregulation Vandalism Damage to the school property Physical / verbal threats made to other children or adults Leaving school without permission	Complete a Risk assessment work with parents and agree the: <ul style="list-style-type: none"> • Individual Behaviour Plan - procedure for safe holding and fixed term exclusion • Expectations of the parents • Support from other agencies (i.e. behaviour support team, CAMHs, Education Welfare Officer, social care, 	<ul style="list-style-type: none"> • Loss of privileges • Lunchtime exclusion • Fixed term • Temporary exclusion • Permanent Exclusion

	Educational psychologist, BST) <ul style="list-style-type: none"> • Physical containment (positive handling policy) • Arrange alternative provision within school: • Reduced timetable • 1-2-1 support • THRIVE provision • Arrange alternative provision. 	
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Playtime behaviours - moderate		
Behaviour	Strategies	Sanctions
<ul style="list-style-type: none"> • Unkind remarks • Inappropriate language / being rude • Pushing loss of temper • Being unhelpful • Going over the top in their play. • Being unsafe 	<ul style="list-style-type: none"> • VRFs Verbal Warnings/ Reward / praise and others to model expected behaviour 	<ul style="list-style-type: none"> • 5 mins of time out • If a child does not respond or refuses to go to "time out" they have to miss the rest of the break or the following break if there is not much time left in that session.

Playtime behaviours - serious		
Behaviour	Strategies	Sanctions
<ul style="list-style-type: none"> • Bad language / derogatory language • Aggressive behaviour • Refusal to cooperate • Being rude • Unable to regulate emotions • Unsafe behaviour 	<ul style="list-style-type: none"> • VRFs warnings 	<ul style="list-style-type: none"> • The Lunch time supervisors will ask for a teacher to come outside and that child will lose the right to be in the playground • This may be extended to more than 1 playtime - depending on the incident • Use of alternative provision at lunch & playtime • Parents informed via Tapestry

Playtime behaviours - Critical		
Behaviour	Strategies	Sanctions
<ul style="list-style-type: none"> • Behaviour escalates Uncontrollable behaviour and deregulation 	<ul style="list-style-type: none"> • To get assistance 	<ul style="list-style-type: none"> • LTS staff will radio for / go straight away to get the HT (or another teacher if HT is not in

<ul style="list-style-type: none"> • Physical / verbal threats made to other children or adults • Leaving school without permission 		<p>school) who will come out and the child will be taken in.</p> <ul style="list-style-type: none"> • The HT will decide what action/sanction to take
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Procedures in place where there is concern about a child's behaviour

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

We use:

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

Supporting a child following a sanction:

A restorative discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

- a phone call with parents
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

Behaviour outside school

Conduct outside the school premises, including online conduct, that Cradley School might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Initial Interventions

Helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

Some pupils will need more support than others and this should be provided as proactively as possible.

It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities through THRIVE.

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching for the child
- short-term behaviour report cards or longer-term behaviour plans
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Exclusions

There are three types of exclusion. These are:

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

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

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

- if the parent/carer wish to state their case to the Discipline Committee, the Clerk to the Committee has the discretion to arrange a meeting for fixed period exclusions up to 5 days and the parent/carer may be invited to attend.

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

Banned Items

knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Review

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

Other policies related to this policy

Governor Behaviour Principles

SEN

Positive Handling

Child protection

Anti- Bullying

Unreasonable behaviour policy

Child-on-child abuse