



Behaviour Management Policy

We aim for Cestria to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

The purpose of our behaviour policy is:

- ✓ To help us maintain a consistent approach which supports the aims and values of the school
- ✓ To create a positive and orderly atmosphere which supports teaching and learning
- ✓ To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- ✓ To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions
- ✓ To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

At Cestria Primary School we:

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- Take a personal interest in the progress and welfare of every child
- Expect all staff to take responsibility for promoting good behaviour at all times
- Expect all staff and visitors to the school to act as positive role models
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- Always take unacceptable behaviour seriously
- Believe that it is crucial to work closely with parents on managing behaviour issues when necessary, especially where there are persistent or serious difficulties
- Seek to identify and address any persistent difficulties
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- Greet children warmly regardless of any undesirable events on the previous day
- Use appropriate, consistent reward systems that reflect our positive approach to behaviour
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- Ensure that vulnerable children - such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support

The School Rules

At Cestria Primary School we have developed with the children and staff a set of rules designed for everyone to follow.

- ✓ We are kind, helpful and polite to everyone
- ✓ We follow instructions the first time
- ✓ We keep our hands and feet to ourselves
- ✓ We walk quietly and sensibly around the school building
- ✓ We dress smartly and look after equipment and belongings

Roles and Responsibilities

At Cestria Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

- ✓ Class teachers endeavour to ensure that their children behave well at all times
- ✓ Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate
- ✓ Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the Leadership Team
- ✓ Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above
- ✓ The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact
- ✓ Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour
- ✓ We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Head teacher, who will take appropriate action
- ✓ We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher
- ✓ The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy
- ✓ The Governors support the Head teacher in carrying out the policy

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between rewards and sanctions to encourage good behaviour.

PSHEC and School Council

Each class has time for PSHEC (Personal, Social, Health Education and Citizenship). During these sessions, we follow the primary curriculum and social/emotional aspects of learning programmes as well as discussing any issues causing concern and the impact of the problems and how we might go about solving them. Each KS2 year group has a class representative on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

Supporting Children with Additional Needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- ✓ Discussion with the child about their behaviours
- ✓ Continued involvement from and liaison with parents
- ✓ Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Headteacher
- ✓ Work suitably differentiated to match the child's needs
- ✓ Providing additional support in liaison with the SENCo
- ✓ Involving external agencies
- ✓ Implementation of a behaviour plan
- ✓ Investigating options for alternative provision (dependent upon criteria, availability etc.)
- ✓ The amounts of 'Cestria Money' and rewards are amended in relation to the need of the individual child (SMART targets).

Any approaches used will be reviewed regularly and adapted as necessary

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated.

In the Playground

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe and happy.

- ✓ For 'unacceptable' behaviours the lunchtime staff send the child to the time out stop
- ✓ If the matter is 'dangerous/severe' the child(ren) should be taken to a member of the SMT
- ✓ Being fair is of utmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with school policy
- ✓ The child causing harm is held to account for their behaviour.
- ✓ This means:
 - Accepting responsibility for the harm caused to the individual being bullied
 - Accepting responsibility for the harm caused to others
 - Recognising the need to take action, to begin to repair the harm caused and
 - Agreeing a range of actions - in conjunction with all those involved - which will be monitored over an agreed period of time
- ✓ There is a range of restorative approaches and it is important that they are used in conjunction with - not in place of - sanctions.

Cestria Money

Based on feedback from the school council, a new reward system has been developed, trialled and implemented across Key Stage 2. It encourages children to take responsibility for their behaviour in a positive and enjoyable way, which links closely to real life.

Earning money:

- Children are rewarded with Cestria Money for demonstrating good behaviour (outlined above).
- Money earned each time can range from £1 to £10.
- Higher amounts of money are attainable for 'going beyond expectations of behaviour' and for consistent high levels of behaviour.
- At the end of each day, money is totalled, added to an account slip (which they are responsible for) and it is returned to the class bank.

Rewards:

- At the end of each term, children can spend their Cestria Money on rewards chosen by their class teachers.
- Children can also chose to save their money for larger prizes in the future.

Sanctions:

- Pupils can be fined Cestria Money by falling below expectations for behaviour.
- Fines are subtracted from the children's total for the day.
- Children who finish the day in 'negative money' spend the following lunchtime in time out - but usually behaviour is corrected.

Screening and Searching

The staff reserve the right to screen all children for banned objects - this may involve asking them to turn out their bags or searching children's trays

Use of Physical Intervention

At Cestria Primary School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the use of restrictive physical intervention may be needed.

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Head teacher or in his/her absence a designated representative, normally the Deputy Head teacher. Where exclusion is used the school conforms to the County Council Guidance. If a child is excluded for a period of less than 5 days the school will provide work - it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion).

From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the School Gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Education Officer and dealt with using the County procedure.

Success Criteria

We know that this policy is effective and embedded in our practice when:

- ✓ All children, staff and visitors feel safe and welcomed in the school
- ✓ All children, staff, parents/carers and all associated adults know and understand the rules and adhere to them
- ✓ Expectations and standards of behaviour are consistently high
- ✓ Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development
- ✓ Parents feel that the school deals effectively with unacceptable behaviour
- ✓ Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach
- ✓ Visitors are made to feel welcome by children and staff

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents (via website) and staff and discussed with the children at least annually.

Staff training

The school has a comprehensive behaviour management training programme that meets the needs of all staff including intensive support for those experiencing difficulties. All new staff are expected to read the Behaviour Management Policy as part of their induction.

Monitoring and Review

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- ✓ Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- ✓ Analysis of tracking data for individual children and for cohorts (class and individual logs)
- ✓ Termly Inclusion Review (carried out by Inclusion Leader on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- ✓ Analysis of exclusions data
- ✓ Termly monitoring procedures by the Standards committee
- ✓ The School Development Plan (SDP), which is used for planning and monitoring provision within the school
- ✓ Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Who was consulted?

Governors, staff, children and parents were consulted during the development of this policy.

Policy to be reviewed annually

Linked policies/procedures:

Anti-Bullying

Touch and the use of Physical Restraint

Special Educational Needs

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Complaints Procedure (responding to

Parents concerns)

Equalities Policy

Your Behaviour, Your Choice

Examples of Good Behaviour:

- Listen carefully to instructions
- Try your best with your work
- Treat adults and children with respect
- Show good manners
- Treat others kindly with actions and words
- Look after your friends
- Always tell the truth
- Play fairly and share with others
- Think about the feelings of others
- Playing fairly and demonstrating respect when playing at break/ lunch times.

Rewards:

- Verbal praise
- Cestria Money (KS2)
- Class Dojo Points (KS1)
- Marvellous Me sent home
- Stickers
- Merit stickers & cards
- Star pupil award
- Good news letter to parent
- Note from teacher
- Sent to Head Teacher



What happens if you do not behave appropriately?

- ❖ Your teacher will have a quiet word
- ❖ Second verbal warning
- ❖ You will be fined an amount of *Cestria Money* decided by your teacher

If you continue to behave inappropriately, you could be:

- ❖ Sent to 'Time Out' for the duration of the lunch period
- ❖ Sent to a senior teacher

If you continue to misbehave following all of the above you will be:

- ❖ Sent to the Head teacher

If your behaviour is very serious:

- ❖ Parents contacted
- ❖ Exclusion (very rarely - short/long term)

- Parents might be contacted by their child's class teacher at any stage (if more appropriate or to prevent poor behaviour escalating).
- Staff will inform, and work with, parents of children with ongoing issues & support wherever necessary.