



CLIFFE VC PRIMARY SCHOOL BEHAVIOUR POLICY

2019

Document Status			
Date of Next Review	Sept 2021	Responsibility	Governing Body Head Teacher All staff
Success Criteria for review completion			
Date of Policy Creation	November 2019 Revised in light of the wider return of pupils following closure related to COVID 19. 24/05/20		
Date of Policy Adoption by Governing Body		Signed <u> M LUMLEY </u> Chair Of Governing Body	
September 2020			
Method of Communication (e.g Website, Noticeboard, etc)		Signed <u> A BLACKWOOD </u> Head Teacher	
Website			

Summary

This policy outlines procedures related to rewards, positive behaviour management and the consequences of making poor behaviour choices.

This policy HAS undergone temporary revision as we move towards welcoming all pupils back post COVID 19 closure.

It is envisaged that many early sessions will focus upon re-establishing expectations.

The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school/setting. The learning will happen when this is all established. Daily talks with children in their groups will help to remind them all is well, creating a safe environment, reminding them they are loved and cared for. With this they are reminded of respect for each other, love for each other and what that looks like again, thus re-creating the ethos and culture within schools/settings. This will move on to characteristics of effective learning and

- Encourage the development of positive attitudes
- Build on children's natural curiosity, develop problem solving
- Build on children's social skills to work cooperatively with others.
- Provide children with enjoyable experiences, so that they are motivated to know and learn more.

Introduction

At Cliffe School we strive to create an ethos in which all stakeholders feel safe, valued and treated with respect. We believe that all pupils have the right to learn and all teachers have the right to teach, both unimpeded by the actions of others. This policy reflects a positive approach to behaviour management in which rules and expectations are collectively established and agreed by all. Every opportunity to recognise and reward pupils for meeting and exceeding these expectations is taken by all staff in a variety of ways. This positive approach helps build an intrinsic motivation within pupils to conduct themselves in an appropriate manner and supports the wider ethos of the school. Equally it is made explicitly clear to all pupils that in the event of sustained or significant incidence of behaviour which breach our agreed rules there will be an appropriate punitive response. These consequences are 'stepped' in nature and applied fairly and consistently. We also recognise that parents are partners in the establishment of good behaviour and teachers have the right to ask for the assistance of parents in developing the positive behaviour of pupils.

AIMS

- to ensure all pupils know what acceptable behaviour looks like, why it is important and the rewards it brings
- to ensure parents and staff are clear about the behaviour expected of pupils and can work effectively to support them in meeting these high standards
- to produce an environment in which all children feel safe, secure and respected – at the current point in time this will also include adherence to new rules / routines to ensure safety such as social distancing, hand washing, sharing equipment etc
- to ensure all children can learn effectively and all staff can teach without impediment
- to enable children to develop a sense of self worth
- to value and appreciate one another irrespective of age, gender or race
- to acknowledge that everyone has a valued role within our school community

OBJECTIVES

- To place a strong emphasis on praise and reward where staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate behaviour.
- Pupils will be taught the expectations of the school, and every adult in school should act as models and examples of acceptable school behaviour.
- To deal quickly and consistently with incidents of abusive language, persistent disobedience, or violence, and all incidents reported to the Headteacher.
- Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
- Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
- Negative consequences will be agreed by staff and shared with pupils in advance. These will include a scale of consequences for severe behaviours as well as persistently unacceptable and dangerous behaviour.
- Pupils will be made aware that acceptable / unacceptable behaviour and consequences will apply at all times, including playtimes and the lunch hour, in the classrooms, hall, corridors, toilets, cloakrooms and playground.
- All members of staff, including M.S.A.s, T.A.s, teachers, supply teachers, and students will implement this policy

Policy

Rewards

We offer a class reward system agreed by all pupils within the first week of the academic year. This system will tie to the 'Dojo Point' system and come with appropriate rewards agreed by each class.

Class rules / code of conduct

The School Rules will be reviewed within both classes during the first week of the academic year. These rules will broadly be framed within a positive 'We will....' context, be written in an age appropriate voice and address all key areas of expectation.

The current school rules are as follows;

- Always be gentle with others
- Always be kind and helpful to others
- Always work hard in everything you do
- Always look after property
- Always listen to and respect others
- Always be honest

During initial sessions each class group will be asked to think of any new rules which need to be applied during these coming weeks – these may relate to sensible approaches to social distancing, hygiene procedures, changes to playtime routines etc. These will be collated and displayed within each classroom.

Stepped approach

NOTE – at the current point in time any pupil behaviour –

- believed to be a deliberate attempt to disregard new rules / routines to ensure safety such as social distancing, hand washing, sharing equipment etc
- which aims to cause distress / harm to others by breaching personal space / hygiene practices (eg – unwanted physical contact, spitting, verbal threats of such behaviour etc)

will be treated as immediate incidence of 'Severe Behaviours' and the policy followed as appropriate. This may include fixed term suspension.

Stepped approach for 'Low-Level' behaviours

We will adopt a 'stepped approach' for managing 'low-level' behaviours in the classroom or on the playground.

1. Positive Reinforcement of Peers

Draw attention and give praise to a pupil exhibiting desirable behaviour and be explicit in noting what it is they are doing that is deserving of praise.

2. Reminder

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

3. Warning

If a reminder is not enough the child will be given a warning, this will be explicitly referred to as 'a warning'. This may have repercussions in line with the agreed classroom reward system. They may also be asked to work in a different area of the classroom or play elsewhere on the playground. Once again, if the behaviour improves, praise will be given.

4. Time Out

If the behaviour continues to be disruptive to teaching and learning then 'time out' will be given in an agreed space. This could be another classroom or communal area within school. The child will also be asked to complete a 'reflection sheet' detailing their behaviour and consequences of it. After some thinking time, the child will be welcome to return to the lesson or playtime.

At the end of the lesson the teacher or a member of support staff will discuss events with the child.

Such incidence will be recorded via Scholarpack and parents will be informed via direct contact or telephone if three such incidence occur within one half-term.

Management of 'time out' must be carefully considered in current circumstance. It may be possible to isolate a pupil with their work etc in the hall, if staffing allows for supervision. However we must be aware of the presence of any other pupils. Mr Blackwood should be made aware of any such measures undertaken. At that point the viability of such an action will be considered and if no other alternative presents itself the parents of the pupil may need to be called and set period of time away from the setting advised.

5. Headteacher

If further help is needed to address the behaviour, Mr Blackwood will listen to the child and discuss the behaviour that took place. Sanctions will be agreed which may include further loss of playtime, working away from the classroom for a given time and a meeting with the parents. Such incidence will be recorded in Scholarpack and parents will be informed via direct contact or telephone that same day.

Management of this measure must be carefully considered in current circumstance. It may be possible for Mr Blackwood to supervise a pupil from a distance while they work alone in the HT's office. At that point the viability of such an action will be considered and if no other alternative presents itself the parents of the pupil may need to be called and set period of time away from the setting advised.

6. Parents

If the child is unable to calm down, accept that her/ his behaviour has been inappropriate or continues to be disruptive to the learning / well-being of others then parents will be called to an immediate meeting with both staff and pupil.

Given the current context and difficulties in implementing many of the established responses to poor behaviour it is advised that teaching staff make parents / carers aware of any incidence of poor behaviour which call for 'response 3' or greater.

Stepped approach for 'Persistent Low-Level' behaviours or 'Severe' behaviours

When behaviour records show a pupil has repeatedly shown incidence of 'low level' negative behaviours or their behaviour constitutes a 'severe' breach of our behaviour expectations, a further series of more severe consequences may be employed. 'Severe' breaches of behaviour expectations may include causing physical or emotional harm to another pupil or member of staff, significantly impeding the ability of pupils to learn and / or staff to teach or causing damage to school resources.

Parents will be engaged in dialogue with school prior to any of these measures being taken.

The context of the incident and the dialogue that follows will be recorded on the schools electronic record keeping system and notes from dialogue with parents also recorded.

6. Internal Exclusion

A pupil may be asked to work away from their peers for an extended period of time. This may also include withdrawal from playtimes and alternative arrangements being made for the pupil at lunchtime. If such measures need to be taken arrangements will be made to ensure the pupil is suitably supervised throughout the period and they will continue to access the curriculum just as they would within their classroom.

It is highly unlikely that given the current context 'Internal Exclusions' can be applied. This is due both to a lack of physical space and available staff. In any case where an 'Internal Exclusion' would have previously been necessary it is likely dialogue must be undertaken between Mr Blackwood and the parent / carer concerned. The use of a 'fixed term exclusion' may need to be discussed at this point.

7. Exclusion

A pupil may be excluded from school on a fixed or permanent basis for any of these 'severe' behaviours if it is felt all other responses have failed to improve the behaviour of the pupil. Exclusions are applied at the discretion of the Headteacher, working in collaboration with the Governors and will follow our exclusion policy and guidance.

Restrictive Physical Intervention (RPI)

In extraordinary circumstances, it may be necessary to physically restrain a child to ensure the protection of themselves or others. This will be done in line with NYCC guidance and expectations.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a child or young person from doing, or continuing to do, any of the following:

- committing any offence (or, for a child under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the child or young person himself);
- prejudicing the maintenance of good order and discipline at the school or among any children or young people receiving education at the school, whether during a teaching session or otherwise. The degree of force used will be the minimum to achieve these aims. RPI can only be used as an immediate response to these events and not as a pre-planned punitive technique. All staff have been trained on the use of appropriate physical restraint and only these techniques will be used. Any physical intervention incidents will be recorded and reported to governors.

Given the current context and difficulties in implementing RPI in the unlikely event it needed to occur it would be carried out by Mr Blackwood, while observed from a safe distance by another member of staff. This would be done while wearing appropriate PPE. The pupil would immediately be subject to a fixed term suspension until further risk assessments etc could be made.

Monitoring

Incidence of 'severe' misbehaviour, or repeated incidence of 'low level' misbehaviour will be recorded on Scholarpack and notes from dialogue with parents recorded.

These records will be collated onto a spreadsheet at least termly in order that careful monitoring of behaviour takes place. Staff are informed by the Headteacher of children who appear to be 'at risk' following analysis of behaviour data.

Bullying

All incidents of bullying and harassment should be taken very seriously. An incident form should be completed including actions taken. Wherever appropriate parents should be informed. Please see Anti Bullying policies for further details.

Incidents of a Prejudice Nature

Any prejudice based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up.

The importance of preventing prejudice based incidents, hate incidents and hate crime happening in the first place is recognised and the school is committed to challenging those attitudes that can lead to discrimination and divisions within our society. Prejudice based incidents, hate incidents and hate crimes are clearly identified as such and the frequency and nature of them is monitored within the school all incidents and hate crimes are recorded in school and are reported to North Yorkshire County Council using the online reporting tool. This report is shared with the multi-agency Hate Crime Working Group, chaired by NYP, in order to identify common themes and inform future approaches to tackling hate crime.

The North Yorkshire reporting form for any incidents can be found at:
<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=146952740744>

Contact for enquiries or further information: EandS@northyorks.gov.uk

This policy has been written to comply with section 89 of the Education and Inspections Act 2006.