

BEHAVIOUR MANAGEMENT POLICY **Updated Summer 2016**

This policy should be read in conjunction with all safeguarding children, equality, diversity, disability, racial and gender schemes and policies

A whole school approach to behaviour management.

Behaviour

In Crook Primary School we want to ensure that the children are happy. Children are happy when they are able to achieve success and are learning “how” to do things.

We aim to create a pleasant, relaxed, successful school where everyone is treated with respect, kindness and understanding.

We want our pupils to:
“Believe and achieve” by

- Taking risks and learning from our mistakes.
- Having informed opinions and respecting others.
- Being Curious

In Key Stage 1:

- We also want to become more confident and believe in ourselves.
- We want to learn to be independent.
- To respect ourselves and others.

In Key Stage 2:

- We want to develop critical thought.
- We want to become ambitious.
- To persevere.

To encourage this growth we will use an explicit reward system through the giving of house points and rewards for good behaviour and achievement in both academic and non-academic activities.

Staff will use the school behaviour reward system to reward behaviour. Rewards should be given frequently and consistently. Staff should be consistent and positive in their interactions with children. Shouting is not

tolerated and staff when faced with bad behaviour should concentrate on the behaviour of the child displayed.

Each week a “pupil of the week” will be chosen for each class and each month a “pupil of the month.” In addition each Friday in Assembly, everyone will be given the opportunity to reflect upon their behaviour and achievements in the week and to think about their own actions in school.

Behaviour

At Crook Primary School we follow a model of consistent behaviour. There is an expectation of good behaviour and an ethos which aims to promote in our pupils an acceptance of responsibility for their own actions and their consequences.

Good behaviour is that which conforms to the reasonable requirements and expectations of our school and is based on our school rules. It requires mutual respect for everyone and care for the environment.

Our school rules are based upon safe, sensible behaviour where good manners, consideration, courtesy and respect for others are expected from everyone.

Our school rule is to:
“FOLLOW INSTRUCTIONS”

Children are made aware of the acceptable behaviours and the possible consequences should they choose to ignore them.

Pupil Expectations

Positive support and consistent implementation of standards by all adults working in school will provide pupils with good role models of desirable adult behaviour to follow.

Pupils will be treated with respect, kindness and an understanding to each child’s moral development.

Older pupils will be encouraged to show positive behaviour around school taking on various responsibilities around school. E.g. monitors duties and providing role models for younger children and showing visitors the school. We aim to encourage good behaviour by praising loudly and reprimanding quietly but consistently.

Sanctions

We operate a consistent behaviour ICT based system. All children know and understand the consequences of actions.

Key Stage 1 Stages of Behaviour

- Warning

- Move card to amber and remove Dojo
- Move card to red
- Detention

For any serious escalation when a child needs to move classrooms

Year1- Year 2

Year 2- Year 1

Phase leader informed; phone call home

More serious than this; SLT informed.

Key Stage 2 Stages of Behaviour

- Warning
- Dojo removed
- Detention
- Sent to partner class for remainder of lesson
- Year 3-Year 5
- Year 4- Year 6
- Phase leader informed; phone call home.
- If behaviour continues or is very extreme, inform SLT.

Lunchtime detention sanctions carries points which are entered into our ICT based system. At the end of each half term these minutes are given points. Children who score below an identified point will be given a good behaviour band which they can wear in school. These bands are credit for the termly treat e.g. a child has to have at least one behaviour band during the Autumn term to attend the Christmas party.

We also in extreme behaviour operate internal exclusions where the child is not allowed back in his/her own class for a period of time. In very extreme behaviour we follow the LA policy of exclusion

Procedures following a Fixed Term Exclusion

- I. Exclusions up to 5 consecutive days - work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.
- II. Exclusions for 6 consecutive days or longer - the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the exclusion. (Schools need to explain their agreed arrangements to Governors.)

Procedures following a Permanent Exclusion

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

Classroom Management

The example set by staff is of paramount importance therefore good classroom management and timekeeping are essential. All staff collect children from the yard at the end of break times and lunchtimes.

At the end of sessions children are to be dismissed in an orderly manner and staff are to lead their children out to the yard and to collect them from the yard at the end of break times and lunchtimes.

The curriculum we offer and the teaching methods we use are influential factors on pupil behaviour. Boredom, lack of understanding and lack of progress can be major factors on pupil behaviour. It follows that our curriculum must be relevant and appropriate to the needs of all pupils and that our teaching methods and materials must be motivating and inspiring.

Involvement of Parents

We acknowledge that working with parents is essential in raising expectations of pupils' behaviour.

School systems and routines are discussed with all new parents prior to admission to our school.

Parents will be invited into school / contacted according to our sanction system or immediately for more serious matters.

Various strategies will be discussed with the Head Teacher / other agencies where applicable.

Parents will have access to the behaviour sheets and reports on their child and they will be available on Parental Consultation Evenings when necessary.

Supervision

The teachers will collect the children from the yard at 8:55 am when the whistle is blown.

During morning breaks teachers will supervise children in the yard or field. The end of break times will be signalled outside the staffroom by the bell. Staff will leave the staffroom immediately and collect children from the yard.

Wet break times – a member of staff must be supervising each year group, this should be agreed between the year group teachers.

All classes must have a list of activities which children are to do on rainy days / indoor breaks. Staff must ensure that systems are in place in their classroom for getting out and clearing away activities.

Activities / games should be labelled for rainy days / indoor breaks, for ease of access etc.

At the end of each day teachers will escort the children to the yard to be collected.

The same high standards will be expected from everyone at lunchtimes. We aim to provide a calm, social atmosphere for all children staying in school for their lunch.

Supervisory staff will be included as much as possible in any policies on behaviour management / bullying etc. The Deputy Head Teacher will hold regular meetings with supervisory staff. A member of the SMT will always be on duty at lunchtimes. The Head Teacher will hold a lunchtime detention in the classroom next to the office- children will go there to carry out their detention.

Behaviour outside of School

On rare occasions, it is necessary for us to regulate pupils' behaviour where the pupils are neither on school premises nor in the charge of school staff, where it is reasonable to do so. In cases such as this, we would work with parents and if necessary outside agencies such as the police to regulate behaviour.

Power to search Pupils for Weapons

The Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or

other weapons without consent. Associated guidance sets out that schools can also screen pupils without suspicion using electronic means such as wands or arches.

The legal power for school staff to search pupils currently only extends to weapons.

If a school felt it necessary for a pupil to be searched for e.g. illegal drugs or stolen property, this should be carried out by the Police.

A Headteacher can conduct a 'without consent search' with another member of staff present, and can authorise (though not require) other staff members, except security staff, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil. The pupil can be required to remove outer clothing (including blazers). If this is refused, a searcher can use reasonable force to remove it.

No school will be compelled to conduct searches, they have been introduced as another option that can be employed when teachers suspect a knife or other weapon is being concealed. There always remains the option of calling the Police, who may decide to conduct a search themselves.

Physical Restraint

At Crook Primary School we will only use physical restraint when we believe that there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger.

1 What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for

example when two pupils are fighting and refuse to separate without physical intervention.

- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force¹.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

This policy is complied with regard to our school aims, encouraging good behaviour and developing a regard for authority within an atmosphere of mutual respect. We expect a high standard our principles are aimed at developing a sense of responsibility in our children, raising self-esteem and enabling them to take their place in society purposefully and with pride.
