



**Caddington**  
**VILLAGE SCHOOL**  
A school at the heart of the community

# Behaviour Management

## Rationale

Caddington Village School seeks to be a happy, secure and friendly school, in which a positive learning atmosphere dominates. We believe that positive behaviour is an essential condition for effective learning and teaching and that pupils and staff have the right to learn and teach in an environment which is safe, peaceful and fair.

We welcome all members of the school community and will ensure equality and value diversity; addressing any unfair treatment, discrimination and prejudice. We work hard to provide a supportive environment, which is underpinned by a carefully planned praise and consequence system, helping children to make positive behaviour choices. This, together with consistently high expectations by all, is required to create a caring, ordered environment where learning is enjoyed and valued.

## Aims

We aim to:

- Provide a community which is well-organised, caring and disciplined
- Encourage the highest standards of behaviour and self-discipline
- Engender a sense of worth and personal achievement
- Promote a feeling of security and safety

## Staff Responsibilities

Staff must act as positive role models at all times. They should demonstrate consistently high expectations and challenge poor behaviour accordingly. Emphasising positive behaviour, staff should reward success and give praise for effort and achievement. We also know it is important to strike a balance between recognising good behaviour and having appropriate consequences which are seen by all to be fair and just, and which are applied consistently when standards are not maintained.

## Expectations of pupils

A calm, ordered environment promotes good learning.

Pupils are expected to:

- Arrive at school on time
- Wear the school uniform
- Show respect to everyone in the school
- Take pride in our school and our learning
- Be truthful, well-mannered and kind
- Co-operate with each other
- Walk sensibly and appropriately around the school site
- Set a good example to others
- Exercise self-control and be responsible for their own behaviour
- Demonstrate positive behaviour
- Work hard to fulfil their potential

## **Encouraging positive behaviour:**

We support positive behaviour and a positive environment through:

- A consistent approach by the whole school community
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- A praise and consequence staircase that is embedded in the ethos of the school
- Developing the voice of the child e.g through the School Council
- Encouraging everyone to take pride in the school environment
- Creating a stimulating learning environment
- Supporting children with additional needs, where necessary
- Providing pastoral care and support, where necessary
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

## **Children with additional needs and/or challenging behaviours**

We fully believe in an inclusive school ethos and work hard to support children who have additional needs (physical, social or emotional), disabilities, or specific barriers to their learning.

For any child whose everyday behaviour proves challenging, a separate behaviour management system may be used. The Pastoral Coordinator and SENDCo (where appropriate) will work with the pupil and will liaise with parents/carers and any external agencies or professionals necessary. The form tutor/class teacher will also be involved. A separate behaviour management plan or strategy will be developed, with separate rewards and sanctions. This will be shared with all staff working with the child.

Where a child with additional needs presents unacceptable behaviour, a consequence will still be applied. This will be dealt with on a case-by-case basis, taking into account the age, context, additional needs of the child and any external factors that may present an influence. Consequences will be in line with behaviour plans, which are written and agreed alongside parents/carers.

## **Use of the quiet room**

There may be times when a child's behaviour places them at significant risk of harm to themselves, other children or staff, or at risk of serious damage to property. At these times, a variety of distract and divert techniques will be adopted by staff (as they have been trained to do so). If these and all regular behaviour management strategies fail to de-escalate the behaviour, the child may be removed to a safe space. If necessary (for the safety of the child and others), Team Teach methods may be used.

A safe space can differ depending on the age and needs of the child. For some children, a change of scenery is sufficient, such as another learning area. For other children, going outside or carrying out a 'special job' such as taking a message for a member of staff may help to distract and divert. Some children seek a more contained environment in which to have some calming time. On these occasions, a quiet room may be appropriate.

We have two designated quiet rooms in our school. These rooms are not 'learning' spaces and learning activities are not usually carried out in them. They are deliberately kept very

simple, in order to provide a calming and safe environment for pupils, who may be experiencing significant emotional trauma and pose a risk to themselves or others. A child using the quiet room will always be with a minimum of two members of staff (unless the child has taken themselves there, in which at least one member of staff will be present) and the door to the room will never be locked. The child will use the room for the minimum amount of time necessary to calm enough, to remove the risks previously posed.

If a child needs to go to a quiet room this will be an agreed strategy with their parents/carers and will be part of their behaviour plan. If a child uses the quiet room, whether voluntarily or removed to the quiet room, parents/carers will be informed straight after the incident by a senior member of staff. Parents/carers will be provided with full details of the incident. Any incidences where a child is taken to the quiet room are reported to the Executive Headteacher, Head of School and Governing Body.

Some children recognise the need to take themselves to a quiet place. Often this is a quiet room and some children choose to go there voluntarily. Should this be the case, parents/carers will be informed that day and receive full details of the situation.

## **Bullying**

We believe that any on-going pressure from one child to another, whether verbal or physical, constitutes bullying. Staff will intervene whenever they are made aware of such situations.

When staff encounter cases of bullying, everyone involved should be given a chance to re-tell what has occurred. This information should be shared with senior staff and the situation will then be fully investigated by the Pastoral Coordinator or another member of senior staff. The designated safeguarding lead will be informed if necessary.

Any incidences of bullying are reported to the Executive Headteacher, Head of School, Senior Leadership Team and Governing Body.

## **School Rules**

Children appreciate rules that are clear and linked to their rights and responsibilities. Most problems will be dealt with in the classroom and teachers will use a range of strategies (including the praise and consequence staircase) to promote positive behaviour and manage poor behaviour.

The following positive expectations must be established by all members of staff (teaching and non-teaching), and breaches should not be ignored:

- **Calling out** - We expect children to learn during their first year at the School to put their hands up when they want to make a contribution during a teaching session. All children should be fully aware of this expectation. Shouted out answers should therefore not be accepted by any member of staff, and the behaviour clearly identified as unacceptable.
- **Requests / instructions** - We expect children to comply with requests and instructions given by all members of staff. It is expected that adults will only make requests that are fair and reasonable.
- **Corridors** - We expect children to walk sensibly at all times within the school buildings (with the obvious exception of indoor PE lessons). When walking as a class, we expect children to walk sensibly and in silence.

## **Behaviour that challenges people and property**

The following expectations are at the heart of the school's behaviour policy and inappropriate behaviours should elicit immediate response from all members of staff:

- **Physical contact** – children should never touch each other in an aggressive way or violent manner
- **Verbal communication** – We expect that children will speak to other people with politeness and respect
- **Property** – We expect that children will treat all property (belonging to the school and to others) with respect

## **Intervention and correction**

The principles embedded in the consequence staircase should be followed.

- First, pupils are reminded of how to behave
- Second, a warning is issued to remind the pupil that there will be consequences if they continue to misbehave.

The appropriate consequence is applied in accordance with the praise and consequence staircase.

It is appreciated that some offences are so serious, e.g. swearing, refusal to co-operate, willful defiance that it will be appropriate to go straight to the third step of the consequence staircase.

## **Reminder**

If a pupil breaks a class rule, then positive correction should follow. Correction should not be threatening or confrontational and should focus on addressing the primary behaviour only. Inappropriate behaviour may be inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling or aggression.

*Praise the pupil if his/her behaviour then improves*

## **Formal Warning**

- Repeat the direction or re-state the rule
- Reassert if the pupil is argumentative or direct the pupil to one side
- Make it clear that the behaviour is unacceptable, not the pupil
- Make it clear to the pupil that this is his/her final warning before a more serious consequence.

*Move the child, or sit him/her on his/her own, with the reward of moving back if behaviour improves. Talk to the child individually at a suitable point in your lesson.*

If the pupil continues to misbehave, then proceed to Step 3

## **Further Consequences**

Please refer to the praise/consequence staircase for details. Consequences include:

- Exit from classroom by a member of senior staff
- Contact with parents

- Potential loss of trustee status (depending on number of report slips received)
- Positive focus or report card

Please note: detention at break or lunchtime should not be given in place of a report slip. The praise and consequence staircase must be followed by all staff.

Those staff teaching Years 3-6 should fill in the class book every lesson, being clear if there was any unacceptable behaviour, what consequence was given and whether the child's behaviour then improved or not. Please inform Key Stage Leaders and the Pastoral Co-ordinator regarding pupil behaviour.

## Conflict Management

When a child makes a complaint about another pupil concerning the breaking of a school rule, the following procedure should be followed:

- Always remain calm even when pupils' emotions are extreme; place emphasis on the safety of the pupils involved in a dispute, removing them from a position of potential harm.
- Remove all children involved from the situation
- Listen to both sides of any argument, allowing each pupil the chance to speak or write a statement. However, where emotions are running high, the teacher may choose to separate the parties, using the help of colleagues in order to establish what has taken place.
- When the true course of events has been ascertained, the consequences outlined in the School's behaviour policy should be followed.
- Whatever the eventual disciplinary outcome, the pupils involved should be encouraged and assisted to make amends with the 'injured' party and to develop insight into the effect of their actions towards other people.

# Consequence Staircase Summary

## SUMMARY OF PRAISE FOR FOLLOWING RULES

<u>STEP</u>	<u>PRAISE</u>	<u>WHO?</u>
1	Pupils may be praised verbally for their efforts. A short note may be written in the class book or a sticker awarded.	All staff
2	A point is awarded. This is noted by the child in their planner or by the class teacher for the younger children. This can be awarded for contributions to the class, hard work, positive behaviour or for politeness and being helpful.	All staff
3	An achievement sticker is given for 5 points. Pupils who achieve their half termly curricular target are automatically given a sticker. Excellent pieces of work or very special achievements can also result in the awarding of a sticker.	Class Teacher/Form Tutor
4	A reward is given for attaining a set amount of points.	Class Teacher/Form Tutor
	A prize is given for achieving a certain amount of 'rewards'. Classes that receive the most stickers in a half term period are also awarded a mufti day.	Class Teacher/Form Tutor

## SUMMARY OF CONSEQUENCES FOR NOT FOLLOWING RULES

<b>STEP</b>	<b>CONSEQUENCE</b>	<b>WHO?</b>
1	<p><b>Rule Reminder.</b> This can be non-verbal (though for certain pupils this will need to be verbal to make it clear) e.g. a 'look'/raised finger. If the pupil's behaviour becomes acceptable, praise should be given for the change in attitude. For Years 5 and 6, any rule reminders given should be recorded in the class book, alongside the reason. Any subsequent change in behaviour should then also be noted. Pupils up to and including Year 4 will miss 5 minutes Creative Choice/Prize Play if 3 rule reminders are received in one lesson.</p>	All staff
2	<p><b>Formal Warning.</b> Note in planner for parents to see. If 3 formal warnings are issued within one week, a report slip will be completed and the pupil moves to 'level 3'.</p>	All staff
3	<p><b>Report Slip</b> Report slip completed, stapled to the pupil's planner and passed to the form tutor and pastoral coordinator. The child will miss their break time/free choice or have a 15 minute detention, supervised by the teacher who issued the report slip or their Form Tutor.</p>	Class Teacher/ Form Tutor/ Pastoral Coordinator
4	<p><b>Exited from Class</b> If a pupil's behaviour still does not improve after the issuing of a report slip, then the pupil is exited from class. Parents/carers will be informed and the pupil will be issued with an internal exclusion/isolation. If a pupil refuses to exit the classroom and their behaviours are posing a risk to the safety of themselves, others or damage to property, then Team Teach methods will be used to remove the pupils safely, by specially-trained staff. The pupil will be moved to a safe area, which may be the quiet room, if this has previously been agreed as a strategy with parents/carers and it forms part of the pupil's behaviour plan.</p>	Class Teacher/Form Tutor/KS Leader/ Pastoral Coordinator/SLT
5	<p><b>Senior Teacher</b> After 3 report slips have been received in a half term, pupils will be put on a positive focus/report card and parents/carers involved. The Pastoral Coordinator will contact the parent/carer by phone or face to face to inform them of this. 4 report slips in one half term results in loss of trustee status - i.e. the child will be excluded from non-educational visits/mufti/fun activities. Loss of status applies for 6 school weeks from the date when the 4<sup>th</sup> report slip is issued. Pupils who receive subsequent report slips after losing trustee status will have a one day internal isolation for each report slip. For serious incidents such as physical or verbal aggression, fighting, complete non-compliance, a senior member of staff should be sought immediately and the behaviour may result in a formal internal or fixed-term exclusion (as described below).</p>	Pastoral Coordinator/ KS Leader/ SLT

### Formal internal and fixed-term exclusion

When a serious incident occurs (e.g. fighting, physical or verbal aggression, damage to property), this may lead to an internal isolation or fixed-term exclusion (external). Such an incident will be thoroughly investigated and all parties involved will be spoken to. Parents/carers will be informed and next steps discussed with a senior member of staff. In the case of a fixed-term exclusion, parents/carers will be asked to collect the child immediately from school and the child will only be re-admitted to school, following a

**satisfactory readmission meeting with the parent/carer, child and Executive Headteacher or Head of School.**

**Reviewed: July 2018**

**Frequency: Annually**

**Date of next review: July 2019**

**Sources:**

- **DfE 'Behaviour and discipline in schools – A guide for Governing Bodies'**
- **DfE 'Behaviour and discipline in schools – A guide for Head teachers and school staff' (January 2016)**
- **DfE 'Preventing and tackling bullying' (July 2017)**
- **'Creating a Culture: How school leaders can optimise behaviour', an independent review on behaviour in schools, Tom Bennett, March 2016**