

# Castle Hill Primary School Behaviour Policy



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## **VISION**

Building Independence  
Broadening Horizons  
Brightening Futures

## **VALUES**

- Together we inspire creativity through a challenging and engaging curriculum.
- We encourage independence by building self-motivation, active learning and perseverance.
- We nurture happy children by creating a safe and stimulating environment in which to learn.
- We enrich pupils' values, tolerance and understanding of Britain as a multi-cultural society and foster good relationships.
- We support children to follow their passions, building self-esteem and self-confidence.
- We help learners to reach their potential by setting high expectations and raising aspirations.

## **RATIONALE**

This policy sets out an approach throughout the school and across the curriculum, to encourage positive behaviour, through the establishment of and development of pro-active behaviour strategies.

We are a THRIVE school. For us this means that we have THRIVE embedded within our ethos and THRIVE approaches across our whole setting.

## **AIMS**

- For everyone to feel safe, feel special and to have their needs met
- To continually deepen our understanding of how social and emotional learning develops.
- To commit to tolerance and inclusion
- To promote positive self-image, develop self-confidence and enable each child to feel valued.
- To promote positive and valuable peer interaction.
- To foster and encourage positive behaviour in children through the awareness and use of adult example.
- To promote our whole school vision and values.

The development of positive social, emotional and learning behaviours is at the heart of our behaviour procedures and approaches. As a THRIVE school we use our understanding of social and emotional development and learning as part of our approaches to all learning and in our responses to behaviour. Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety. As a whole school community we anticipate stressors and recognise anxiety, showing compassion and providing support.

### **Positive behaviour through our curriculum and environment**

At Castle Hill we provide high quality, differentiated education which involves pupils, builds on success and ensures progression. We foster curiosity so that children can feel motivated and challenged. There is an element of risk and a sense of being 'out of your comfort zone'. Teachers plan for the needs of individuals and for the whole class. Children are seen as positive role models throughout the school. They are independent learners and problem solvers. We champion our children and reinforce their uniqueness providing a curriculum personalised to our context.

In our Foundation stage, we have adopted The Curiosity approach which allows children to be in charge of their learning and therefore more involved and engaged.

### **Fostering independence**

Behaviour is everyone's responsibility throughout the school and it is important to foster and encourage positive behaviour through our core values.

As children our rules are:

- We love our learning
- We are independent and we use strategies to help us
- We are happy children through the choices we make
- We foster good relationships and feel safe
- We are confident learners
- We always try our best

### **Strategies for support**

In every key stage at the beginning of the day there are strategies in place to gauge how children are feeling (Appendix 2) and to check in and see if they are ready to learn. Our behaviour system is one of positivity and it is our role as staff to ensure that children feel that they feel safe, that they are valued, that they can achieve, and that they are ready to learn. Calm, ordered classroom environments with visual timetables enable children to feel secure about their up-coming day and help to reduce anxieties.

We support children and encourage them to recognise sensations and therefore understand their emotions. They manage their emotions by separating feelings and actions. This allows opportunities for thinking to take place between the two. We offer our children the language of 'choice' within controlled parameters.

When dealing with negative behaviour we offer a calm and reflective approach. Staff attune to the behaviour and offer a narrative to support the child "I can see that you are angry". Staff will talk about sensations and offer strategies to calm down. Whilst a child is in this heightened state (their survival brain), they are not questioned about what may or may not have happened. Discussions be held reflecting upon the behaviour only when the child is more regulated and their thinking brain is engaged. Incidents and actions are logged on CPOMS and monitored by SLT.

All behaviours (positive and negative) are addressed through our values and through THRIVE. We re-educate and nurture our children and this is achieved through building positive relationships. We always catch children 'being good' and shine a light on the right behaviour.

We recognise that negative behaviour is communicating an unmet need. Therefore we take time to reflect upon our own practice and provision in order to make reasonable adjustments to our curriculum and teaching strategies in line with the Equality Act 2010 (Appendix 1). These children may also access additional support through SEND provision, THRIVE intervention and pastoral support.

### **Rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- House points, stickers, certificates, badges, star of the week, governor award assembly
- Letters, postcards, texts or phone calls home to parents/carers
- Special responsibilities/privileges

Through Thrive:

- Attunement - Catch and match the feeling
- Validate - Stop the behaviour, validate the feeling
- Contain - Make the unbearable survivable
- Regulate - Meet the intensity, then calm and soothe.

Think out loud and use WINGS

- I am wondering...
- I am imagining...
- I am noticing...
- I am guessing...

So, what can WE do about it?

To ensure that all staff members use consistent language and approaches, we use positive behaviour cards to aid children either in class or outside (Appendix 3).

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Removal from class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Behaviour management**

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

### Confiscation

**Any inappropriate or prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **Roles and responsibilities**

### The governing body

The governing body is responsible for reviewing and approving the behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

### Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Reasonable adjustments to enable curriculum access

### 1. Why are schools expected to make reasonable adjustments for disabled pupils?

1.1 The Equality Act 2010 states that schools and education authorities have a duty to provide reasonable adjustments for disabled pupils and their parents. This includes a duty to provide both auxiliary aids and additional services. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are a 'limiting judgment' in Ofsted inspections. This means that if equality measures are not implemented effectively this will restrict the overall inspection grade. This applies to all schools irrespective of how they are funded or managed, and the responsible body of any school is responsible for breaches of the Act.

1.2 The duty to make reasonable adjustments is triggered where the pupil experiences "substantial disadvantage", where substantial is defined as anything more than minor or trivial.

### 2. What is a disability? To whom does this legislation apply?

2.1 The Act states that a pupil has a disability if they have a physical or mental or sensory impairment which has a long term and substantial adverse effect on their ability to engage in normal day to day activities. It also covers gender reassignment, pregnancy and maternity issues.

2.2 While some pupils with a disability do not have special educational needs, nationally 75% do. The SEND Code of practice 2014 covers provision for children and young people aged 0-25 years. While some disabled pupils may have an EHC Plan, many will not and it is the duty of the education setting to ensure that such pupils do not suffer discriminatory practices in the classroom or wider school environment.

2.3 Some pupils may not have a disability themselves, but may have a parent with a disability which affects their ability to support their child in school, for example, a parent with mobility problems or mental health issues. Reasonable adjustments should be made by the school to facilitate liaison with that parent if failure to do so would cause the pupil "substantial disadvantage".

### 3. Examples of disability impairments or equality issues leading to the likely need for reasonable adjustments:

(NB this list is not intended to be exhaustive, merely indicative. Some conditions may be considered to overlap with other categories)

Individual cases will be decided by the Courts so the list of needs and adjustments below are suggestions

3.1 Physical (medical): brittle bone syndrome, dwarfism, vestibular and proprioception issues, issues arising from traumatic head injury, pregnancy and gender reassignment. Motor and muscular development and continence difficulties. A range of childhood illnesses including, for example, epilepsy, diabetes, juvenile rheumatoid arthritis, eczema, asthma, chronic fatigue syndrome, cancer.

3.2 Sensory: hearing impairment, visual impairment.

3.3 Mental: learning disability (specific or global), mental health disorders of conduct (e.g aggression, bullying, oppositional defiant disorder), or emotion (anxiety, depression), emotional trauma (post-traumatic stress, severe attachment difficulties, phobias, bereavement, assault or abuse), a range of childhood developmental conditions such as ADHD, autism and autistic spectrum conditions,

3.4 Communication: specific language difficulties, selective mutism

4. What are reasonable adjustments? How do they differ from normal good practice in differentiation?

4.1 It is expected that all teachers in all good schools differentiate\* the academic curriculum to the individual learning needs of their pupils, having assessed their abilities and attainments when they arrive in the school, establishing what the pupil can do now and what they need to learn next. Pupils with a disability with or without special educational needs should have the same opportunities to learn and to demonstrate achievement as other pupils, and it is possible that further differentiation, auxiliary aids or additional teaching may be required. This includes the opportunity to sit appropriate public and vocational examinations with appropriate special examination arrangements.

\*Differentiation can be by task set, by outcome of that task, by adult support, by resources (including auxiliary aids), by additional time, or by learning environment (for example, having a quiet workstation within the classroom or sitting examinations in a small, quiet room).

4.2 Teachers of all pupils are also expected to have regard to the social curriculum of the school, and to differentiate provision where necessary. Children and young people develop physically, cognitively, socially and emotionally at different rates. One pupil can be physically mature but emotionally and socially immature whilst another may be physically delayed in their development but cognitively, socially and emotionally mature. Pupils have very different senses of identity and self-worth. Many will need support to develop, maintain and extend their social interaction skills

with peers and adults, and to have differential provision during the unstructured times of the school day (playtimes, lunch times) and for school clubs. Pupils with a disability with or without special educational needs should have the same opportunities as other pupils should they wish to join clubs and societies and to develop friendships, and it is possible that further differentiation, auxiliary aids or additional mentoring and support may be required.

4.3 For the disabled parents of children and young people in school, reasonable adjustments in terms of access to the school premises, availability of teaching staff to discuss a child's progress, access to written information etc. should be made so that their children in school are not placed at a substantial disadvantage compared with other pupils.

4.4 The line which divides normal good practice in differentiation which should be practised by all teachers for all pupils and the provision of reasonable adjustments for disabled pupils with or without special educational needs is not clearly delineated. The guiding principle is that disabled pupils with or without SEN should not be placed at a substantial disadvantage compared with non-disabled pupils and that disabled parents should not be disadvantaged in supporting their children's' education.

4.5 Some of the factors which schools will need to take into account when considering what adjustments it is reasonable to make are: (i) the extent to which support is already provided under an Education, Health and Care Plan, (ii) the resources of the school and the availability of finance or other services, (iii) an analysis of cost and benefit to the pupil, whether another agency can, or is already providing the support. The termly School Review meeting, attended by pupil, parents/carers and senior management staff is the most likely arrangement for inclusive discussion of all the issues involved. Such reviews should ideally be called in anticipation of any difficulties, and should not be called only in response to crises brought on by lack of planning. Schools are prohibited from requiring the costs of any adjustments to be paid for by parents. Failure to make such reasonable adjustments for disabled pupils is regarded as unlawful discrimination under the Equality Act 2010. Reviewing schools' behaviour and exclusions policies regularly will ensure that they do not inadvertently discriminate against pupils with a particular protected characteristic by including factors that would make it more likely that pupils with that particular protected characteristic would be disciplined or excluded than those without.

## Appendix 2

### **Foundation Stage Behaviour**

In our Foundation Stage, all children follow three simple rules during carpet sessions. These are good sitting, good looking and good listening. Nursery children have a visual prompt near the carpet area.

Nursery children receive verbal praise and a high five as a reward. Reception children receive verbal praise and a superstar. The children write their name on the back of the superstar and place it in a box. A winner is drawn from the box at the end of each day.

This approach suits our current Nursery and Reception cohort and may need to be adapted in other years to suit the children.

Key Stage One Behaviour for Learning  
In Key Stage One we...

### **Talk about our feelings — How are you feeling today?**

Children put themselves in "Bright yellow", "Good to go green" or "Feeling blue" emojis in the morning. Any that are in the blue will be explored further using the book "How are you feeling today" to put names and reasons to the blue feelings. The children are free to move their names during the day if they want.



This will allow staff to gauge the mood of the children in the class through the day and can respond accordingly with behaviour and emotional support strategies.

*This strategy is pupil-led and initiated.*

### **Try to stay on smiley behaviour**

Classes have sad, happy and super-smiley faces with name pegs.

All children start each day on happy and they stay there if their behaviour is consistent.

Sad faces are to be used only after reminders about behaviour expectations. It is then the task of the teacher to facilitate and spot opportunities for children to move back onto smiley and super-smiley faces — children will not manage this independently without support and this is important for developing resilience.

Super-smiley faces are also to be used to recognise consistently excellent behaviour from those children that are not in need of targeted support.

*This strategy is teacher led and initiated.*



### **Earn house points**

Each class has their own way of 'giving' and recording house points which feed into the whole school system.

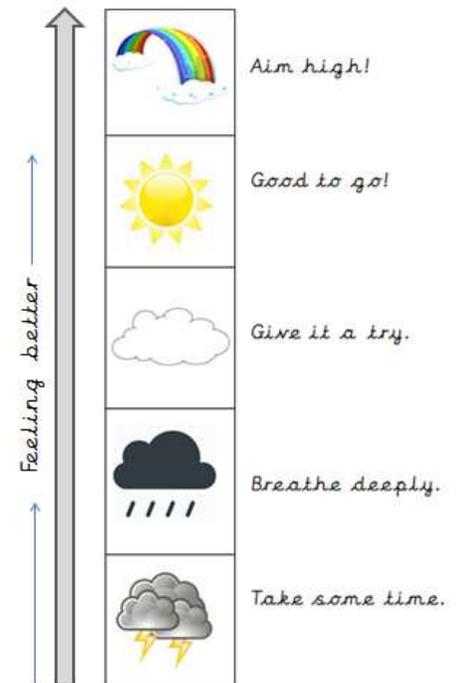
Housepoints are rewarded for positive contributions and good effort.

They are always positive and cannot be taken away.

*This is a teacher and pupil led strategy used throughout the school.*

## KS2 Behaviour

In Key Stage 2, we strive to pre-empt challenging behaviour that is linked to emotions. Each morning and after lunch, children evaluate how they are feeling by placing a counter on their feelings barometer. This gives the class teacher a chance to pick up on both a general feeling and mood of the class, in addition to how particular children are feeling. Displayed in classes and reinforced verbally are the strategies children can use depending on how they feel.



Positive behaviour for learning is modelled using visual cards. Using this strategy provides a calm, direct and inclusive way to correct and model good behaviour. This also aids transition from Key Stage One to Key Stage Two. Upper Key Stage Two adapt this where necessary within their classes but should be used by teachers to reinforce whole-school behaviour, for example during transition times and assemblies.

All classes in Key Stage Two use house points as a reward. Classes are free to add additional level to this reward. This may be in the form of a weekly draw or treat, linked to house points awarded.

Appendix 3

