

Hutton Cranswick CP School



Together We Achieve

Behaviour Policy

Date Completed: March 2019

Review Date: March 2020

Hutton Cranswick CP School
Behaviour Policy

Introduction

Our aim is to ensure that all members of our learning community show the highest levels of care and concern towards each other, and for the world around us. We all need a clear understanding of the values that matter in order to bring about a caring school.

At Hutton Cranswick C P School we believe these values to be:

- respect and responsibility towards everyone in the school community
- respect and responsibility for property and the environment
- honesty
- politeness
- good manners
- kindness
- helpfulness
- attentiveness
- hard work
- trust and fairness
- tolerance and compassion
- self-respect and self-discipline

These values will be promoted through our school Vision and Aims, curriculum, assemblies, personal and social education, religious education, the ethos of the school and the example set by all the staff within the school community.

We aim to create and maintain a happy, secure and caring environment where everyone is valued as an individual. We believe that good behaviour needs to be carefully developed and that pupils need to be clear about the standards of behaviour expected. We expect high standards of work and behaviour from all pupils and believe in positive reinforcement rather than emphasising the negative. Every opportunity is taken to enhance self-esteem by praising personal achievement and any criticism must be constructive. Mutual respect and co-operation will be encouraged and pupils are helped to recognise and acknowledge examples of effort, good work and behaviour.

Inappropriate behaviour of any sort is unacceptable and is dealt with through the process outlined in this policy.

Aims:

- To achieve the vision, values and aims of the school through the positive behaviour and conduct of all members of the school community.
- To provide a caring culture and environment where children and adults feel safe, happy, and confident.
- To ensure that everyone in school feels valued and is held in high esteem.
- To encourage an understanding for the feelings, values and cultures of others.
- To acknowledge that some children with disabilities may need reasonable adjustments to be made.

We operate a positive behaviour policy. This means that pupils will be praised and rewarded for their good behaviour. Praise is a crucial element in the development of positive self-esteem and encourages an atmosphere which includes being valued and respected.

It is important that children know exactly what is expected of them, and to help this, we have summed up simply our four main expectations linked to our overarching aim to create a caring school:

HUTTON CRANSWICK CP SCHOOL
Our Expectations



C – Care for ourselves, each other and our school
A – Always be kind and respectful
R – Remember to make good choices
E – Ensure we are the best we can be

Rewarding Behaviour

At Hutton Cranswick C P School we have a system for rewarding and recognising excellence and effort:

- House points are awarded to children who are trying their best, show kindness towards others, are being a good friend, are caring towards other people etc. Children will be rewarded with house points for behaviour that is above and beyond (e.g. holding a door open for another child, showing compassion to others etc.) The winning house team each week receives a mention in Celebration Assembly on a Friday and the overall winning team for the term will gain a whole team reward.
- Children who have made an extra special effort in their work or behaviour are sent to see the headteacher for a special sticker at the discretion of the class teacher, and may get a 'Special Mention' or 'Star of the Week' in Celebration Assembly for going above and beyond.
- 'Perfect Presentation' is a weekly award that is given to a child in each class for either outstanding presentation or to someone who has made great progress in the presentation of their work.
- The 'Always Child' is a monthly celebration of a child in each year group who has demonstrated behaviours that are above and beyond, and particularly consistent (e.g. always persevering in a challenge). The children's pictures are displayed on the oak in the school reception area.
- 'Top Table' certificates are given out weekly to those children who are showing respect, good behaviour in the hall, super manners, kindness on the playground etc. These are nominated by lunch time staff.
- 'Be the Best you can Be' is a reward given to children who have been chosen by their peers or by a member of staff for doing something to help others or making someone's day better. It is a way to show gratitude to others for any selfless act that they have carried out. It allows children and staff to spot others being the best version of themselves. If a child is spotted then a ticket is put in the 'Be the Best you can Be' class box. If a child's ticket is pulled out in Celebration Assembly the children write their name on a leaf to hang on our central tree. Their name is then put in a raffle to be drawn out half termly, which would result in them attending our 'Be the Best you can Be Tea Party' with the Headteacher.
- Fortnight Focus is a particular focus that staff have decided to push for two weeks to ensure behaviour is outstanding in this area. For example we could have a focus on walking calmly through school. Children receive SMILES on a whole school chart and if they achieve the target number the whole school gains extra playtime on a Friday.
- In all classes staff decide upon appropriate rewards and systems that work for the age and stage of their children.

Managing Inappropriate Behaviour

Inappropriate behaviour is when a child is not adhering to our four expectations. In response to this, the nature of the inappropriate behaviour will be made clear to the child. It will be made explicit that it is the behaviour of which we disapprove and not the child. We do not tolerate any form of violence towards pupils or members of the school

staff and will take appropriate measures should any such incident occur. We manage this behaviour as privately as possible and with a non-confrontational tone. We do not shout nor do we shame children in front of their peers.

Behaviour Pathway

If a child has to be reminded about behaviour, the following pathway illustrates the steps to be taken:

- 1) A quiet word or 'look'
- 2) Take the child aside privately and calmly, speak to them at eye level. Use common school language and remind them of our four expectations, e.g. 'I've noticed that...'
- 3) Give the child the chance to follow the expectation, and reassure with positive examples seen by that same child
- 4) Clarify the expectation again and follow with sanction if the expectation is not followed
- 5) Losing part of a break to make up for work missed and/or not following school expectations
- 6) Being sent to another class to work as a means of removing the child from their audience, but keeping them in the working situation (this will not be employed if it disturbs the learning of others).
- 7) Being sent to the Deputy Head/Headteacher
- 8) Contact with parents

It is imperative that any sanction is acted upon as quickly as possible. After a sanction, time must be built in for the child to have the opportunity to discuss and reflect with an adult why the behaviour did not follow our four expectations and what changes need to be made. After a sanction and reflection time a fresh start commences.

Recording Behaviour

A record of inappropriate behaviour and actions/sanctions will be logged on our CPOMS system (Safeguarding and Child Protection Software) to enable us to look for patterns or to show parents/other agencies if there are repeated issues. Communication with parents/carers will also be logged on this system.

If inappropriate behaviour is repeated over a close time frame, parents/carers will be invited in to meet with the class teacher and SLT member to discuss things further. Presenting a united front on tackling the inappropriate behaviour is central to modifying/changing behaviour and support of parents would be sought to bring about a change. Following this, should a child fail to show an improvement, the Behaviour Support Team would be invited into school to observe the child, meet with school and parents, and to put in place a Pupil Management Plan.

If a pupil finds it hard to behave appropriately, help will be provided. This will take the form initially of a Pupil Management Plan, with input from the Behaviour Support Team and/or SENCO. We also run ELSA Support in school. We have two members of staff trained as ELSAs (Emotional Literacy Support Assistants) who, through ELSA sessions, can support a child who is struggling with on-going emotional difficulties that may be impacting their ability to learn. Should the strategies outlined above not solve the problem, other outside agencies such as the Educational Psychology department or Kingsmill School could be involved.

In extreme circumstances of prolonged and persistent disruptive or unacceptable behaviour, the ultimate sanction is to be excluded from the school. Internal and external exclusions will also happen in cases of single but severe incidents of unacceptable behaviour such as using bad language towards a member of staff, or violence towards another member of the school community.

Lunchtime Behaviour

The school has the same expectations of children's behaviour and conduct at lunchtime as during lesson time. Pupils are expected to behave well at lunch time and follow all instructions given by the midday supervisors. We believe that midday supervisors should be treated with the same respect as other adults, and that they should have access to the school system of rewards and sanctions:

Rewards: Midday supervisors award pupils with house points, Fortnight Focus Smiles and spot children for the 'Be the Best you can Be' tickets in the same way as throughout the rest of the day. They also decide on the Top Table Winners each week.

Sanctions: The same sanction system as outlined in the section above is followed during lunchtimes on a 'stand-alone' basis i.e. the first stage given to a child is always a warning, regardless of what stage the child has reached in class. Any time out should be issued immediately and as above commence a fresh start straight after. Midday supervisors will deal with the initial problems and try to resolve any conflicts. We also run Chat 'n' Chill support at lunchtimes. This is where we have an additional member of staff (one of our Teaching Assistants) available at lunchtimes to help and support the children in dealing with any issues that may arise. If there have been any incidents or problems that have occurred, Midday supervisors or the member of staff on Chat 'n' Chill duty will inform class teachers what they have done about it and ensure details of any inappropriate behaviour are logged. This enables patterns to be determined. A member of the Senior Leadership Team is available at lunch times to support the midday staff whenever necessary.

Working Together

We will always try to work with parents to ensure that pupils behave well both at school and at home. If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. It may be that sanctions outside school may help to reinforce strategies being used at school. Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

Equality Statement

Hutton Cranswick C P School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Child Protection Statement

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and will see school as a safe place. When there are difficulties children's worries and fears will be taken seriously and they are encouraged to seek help from, or confide in, members of staff. All staff understand their Child Protection responsibilities and will take appropriate action as laid out in our Child Protection/Safeguarding Policy when necessary.

CPD Opportunities

All staff are encouraged to attend 'in house' training and external courses which are relevant to the whole school improvement plan or specific identified needs. The Senior Leadership Team are readily available to provide guidance and support to teaching and non-teaching staff on any behavioural issue

Monitoring and Reviewing

This policy will be constantly monitored by all stakeholders and will be reviewed annually.