



Cropwell Bishop Primary School

Behaviour Policy

Date Adopted:	Spring 2023
Review Date:	Spring 2024

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Behaviour Policy Principles

Cropwell Bishop Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of 'Pride, perseverance, kindness and respect.'

At CBPS we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'pride, perseverance, kindness and respect'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children

- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Classroom Behaviour

POSITIVE & CONSEQUENCE	POSITIVE PRAISE & REWARD
<p style="text-align: center;">TRAFFIC LIGHT</p> <ul style="list-style-type: none"> • Class traffic light displayed in every class • All pupils start each day on GREEN- this is very important, previous incidents need to be moved on from and must not be carried over • A verbal warning to be given for any incidence of low-level behaviour e.g. shouting out • If child repeats behaviour they are moved on to AMBER- the reason must be made clear. Explain they could move back to green if behaviour improves if not red. • If child persists to behave inappropriately, they are moved onto RED- child will then miss a part/all of playtime, class teacher to talk to child. Parents informed at end of day. • After missing a playtime child goes back to green. • If same child reaches red for a second time in the same day playtime to be missed outside HT office. HT or KS leader to discuss behaviour with child. 	<p style="text-align: center;">VALUES</p> <ul style="list-style-type: none"> • School Values displayed in every class • Move pupil's name onto relevant section to reward CH for displaying one of these values- ensure pupils and peers understand why he/she has been chosen • Monday awards assembly – award an individual pupil for displaying a school value – school certificate given • Refresh chart for the start of each week <ul style="list-style-type: none"> • Class reward systems e.g. Class points Table points Marble in jar House points • Friday certificate • Head teacher sticker/comment • 'Always' half termly assemblies

Playtime Behaviour

POSTIVE & CONSEQUENCE	POSITIVE PRAISE & REWARD
<ul style="list-style-type: none"> • Verbal arguments/fall-outs: <ul style="list-style-type: none"> -discuss incident with pupils -discuss what would have been better choices etc -offer alternative games <i>MDS report to class staff. CT/TAs Use professional judgement to decide if to record incident or not</i> • Physical behaviours e.g. hitting, kicking, pushing <ul style="list-style-type: none"> -discuss incident with pupils -discuss what would have been better choices etc. -children involved then miss part or all of playtime by standing next to member of staff. <i>MDS report to class staff Incident must be recorded. CT inform parents.</i> • Serious physical behaviours e.g. biting, spitting, repeated hitting/kicking <ul style="list-style-type: none"> - children involved to be sent to HT office if possible. - If not possible observe children closely, remove other pupils that may be at risk and remove equipment <i>HT/SLT will discuss incident, consequences etc. parents will be informed</i> 	<p style="text-align: center;">VALUES</p> <ul style="list-style-type: none"> • School Values displayed in every class • Move pupil's name onto relevant section to reward CH for displaying one of these values- ensure pupils and peers understand why he/she has been chosen • Monday awards assembly – award an individual pupil for displaying a school value – school certificate given • Refresh chart for the start of each week <ul style="list-style-type: none"> • Class reward systems e.g. <ul style="list-style-type: none"> Class points Table points Marble in jar House points • Friday certificate • Head teacher sticker/comment • 'Always' half termly assemblies

Behaviour for Learning

Cropwell Bishop Primary School Values; 'Pride, perseverance, kindness respect'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has four simple rules **'Take pride, persevere, be kind and be respectful'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. *In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.*

Our Rules	Visible Consistencies	Over and Above Recognition
PRIDE, PERSEVERANCE, KINDNESS AND RESPECT	<ol style="list-style-type: none">1. Daily meet and greet2. Persistently catching children doing the right thing3. Picking up on children who are failing to meet expectations4. Accompanying children to the playground at the end of every day (KS1) and dismissing from classroom doors (KS2)5. Praising in public (PIP), Reminding in private (RIP)6. Consistent language	<ol style="list-style-type: none">1. Recognition boards2. Certificates (awards assembly)3. Stickers4. Email/text home5. Verbal praise6. SLT praise7. Class Rewards8. Show work to another adults9. Recommendation to HT

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Cropwell Bishop Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the CPOMS at the staff member's discretion.

BEHAVIOUR PATHWAY

Reminder

Warning

Time Out

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke individual pen pictures which outline their strengths and difficulties and any strategies that are useful.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort.

The school will record all serious behaviour incidents on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Cropwell Bishop Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.