

Lightcliffe C of E (VA) Primary School

Policy for:

Behaviour Management



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| From: | January 2017 |
| Review Date : | January 2018 |

1. Rationale

Our school mission statement is "Giving all the opportunity to succeed."

We believe that by promoting the values of mutual respect, self-discipline and social responsibility, which underline good behaviour, we are preparing our pupils for the opportunities, responsibilities and experiences of adult life.

Our Statement for Behaviour Management does not stand alone, but is closely related to the policies on Reward Systems, Anti-Bullying, Equal Opportunities, Multi-Cultural Education and ECM (Every Child Matters). The procedures for dealing with incidents of bullying, racial harassment and equal opportunities are such to ensure that our children will feel secure in a safe Christian and caring environment.

2. Aims

The Governors and Staff of Lightcliffe CE (VA) Primary School aim to:

- 2.1 Promote appropriate behaviour amongst all pupils and adults in order to secure an atmosphere that is conducive to effective teaching and learning in the school.
- 2.2 Recognise the importance of the development of self esteem and its effect on children's social, emotional and intellectual growth.
- 2.3 Create a climate in which children and adults are valued and respected and in which achievement of all kinds is recognised and celebrated.
- 2.4 Apply appropriate rewards and sanctions consistently to promote appropriate behaviour and communicate the policy effectively to all concerned.
- 2.5 To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.)

3. Objectives

- 3.1 To identify and enhance the effect of factors influencing children's' behaviour that is within adult control and to establish a systematic approach to behaviour by staff.
- 3.2 To use positive, planned strategies towards teaching social behaviour as we do towards academic behaviour.
- 3.3 To identify the importance of reward in creating and sustaining good behaviour.
- 3.4 To ensure the effective involvement of all staff in the promotion of appropriate behaviour and the management of inappropriate behaviour.
- 3.5 To create good models of behaviour and to enhance self-esteem for all pupils.

- 3.6 To develop strategies to foster increasing parental involvement in the promotion of appropriate behaviour and the management of unacceptable behaviour.
- 3.7 To manage inappropriate behaviour by using a range of positive strategies and a clear, consistent and fair range of appropriate sanctions.

4. Behaviour Expectations

At Lightcliffe CE (VA) Primary School we have behaviour rules and guidelines which form the basis for behaviour expectations and discussions about appropriate behaviour.

4.1 Golden Rules

In Early Years Foundation Stage (EYFS) and Key Stage 1 children know and follow the 'Golden Rules'.

4.2 Learning Behaviour Targets

In Key Stage 2 children know and follow the Learning Behaviour Targets.

4.3 Christian Values

In addition to these rules and guidelines, we follow core Christian Values which help to shape the ethos of the school and provide additional guidance for behaviour expectations.

Each half term, one of these Christian Values is chosen and provides a focus for assemblies. A school 'Christian Value Challenge' is set based on the chosen value and clearly communicated to staff and children through class posters and assemblies.

5. Rewards

At Lightcliffe Primary CE (VA) Primary School we use a variety of positive behaviour strategies to promote, acknowledge and reward good behaviour.

5.1 Classroom based rewards

These include:

- verbal praise,
- stamps and stickers,
- certificates,
- notes home,
- appropriate 'treats'.

5.2 Headteacher Rewards

Each week, teachers select two children to receive a Headteacher's Reward bookmark which is shared in Monday's whole school assembly.

Headteacher's Rewards provide opportunities for staff to acknowledge the following:

- good or improved work;
- good or improved behaviour;
- contributions to the life of the class or the school community;
- success in activities which take place outside school.

5.3 Christian Value Challenge Champions

Each week, teachers and/or class members select two 'Christian Value Challenge Champions' who have demonstrated that they have been following the half-term's Christian Value. These Champions are congratulated during Monday's whole school assembly and are given a card with their name on to display in the hall and to then take home at the end of each half term.

5.4 Golden Rules

EYFS and Key Stage Two children can earn Golden Time/Star Time for keeping the Golden Rules.

5.5 Learning Behaviour Targets

Key Stage Two children self-assess against the learning behaviour targets and record this in their Diary Planners using a code:

A — I always meet my LBT;

B — I need occasional reminders to keep my LBT;

C — I often need reminders to keep my LBT.

Children can earn rewards, such as pens and badges, for achieving their learning behaviour targets over a half-term.

6. Consequences

If a child misbehaves the school manages this by using a range of positive strategies. If necessary, clear, consistent and fair sanctions will be used.

6.1 Serious breaches of discipline such as swearing, fighting, bullying or refusal to co-operate will be dealt with promptly and a member of the Senior Management Team will be informed to investigate and decide upon the appropriate action in consultation with the member of staff involved. The Headteacher will be informed and the child may be excluded from school.

6.2 Early stages of intervention and discipline remain the responsibility of ALL staff. A stepped approach, with warnings remains essential as part of our overall positive behaviour policy. It is advisable to inform parents early if problems do arise, but the requirements for essential contact are clarified below. Teachers will keep a log of inappropriate behaviour as evidence for further action if necessary.

6.3 Stages involved typically are:

Stage 1

Teachers and support staff use a system of warnings.

Warnings include those given through eye contact and verbal warnings, when it will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them as needed.

Displays are typically used in the classroom to monitor and record behaviour and warnings given during each day. EYFS and Key Stage One move names of pupils from a sun, then to a sun and cloud, and then to a cloud depending on behaviour and warnings given. Key Stage Two use a variety of methods including a traffic light system and names and marks recorded on a whiteboard. Children are given the opportunity to redeem themselves by demonstrating that they have chosen to use appropriate behaviour.

As a result of their behaviour, a child may be asked to move to another place in the classroom; to work in another classroom; or to see the Headteacher.

These systems are used on a day-to-day basis and all children begin with a 'clean slate' each morning.

Stage 2

If a child has received a number of warnings in a day, typically three or more, then that child will lose a playtime.

EYFS and KS1 children will remain in their classroom and be supervised by an adult.

KS2 children will receive a morning playtime detention and will be asked to sit in the Detention Room, supervised by a designated adult, to complete a detention report (appendix 1). These reports are logged in the detention folder.

Stage 3

If an EYFS or Key Stage One child continues to behave inappropriately, in discussion with the Headteacher, an agreed system to monitor behaviour will be introduced and shared with parents.

If a Key Stage Two child has received a detention three times during a half term, then that child will be given a report card which will be used to record behaviour during each lesson and playtime (appendix 2). Behaviour targets relating to the reasons for receiving detentions will be written on the card.

It is the responsibility of the child to manage their report card and inform staff and their Year Group Lunchtime Supervisors that they have a card and ask them to grade them on their behaviour.

The report card will be sent home to the parent/carer in order to be supported and signed by the parent/carer.

The child will report to the Headteacher or Deputy Headteacher at the end of each day who will monitor the child's behaviour and discuss any reasons for a B or C grade.

If after a week a child has been given all As, or very few Bs, then their time on report will end. However, if they are given more Bs than acceptable they will have a second week on report.

If a child receives a C grade they will be given a detention and their time on report will continue until appropriate changes to behaviour are made.

Typically a child will be on report for one week and no more than two weeks but where appropriate this may continue for a longer period.

Report cards will be kept in the red Class Information File.

Stage 4

In the event of a repeated need for being 'on report', parents will be asked to discuss the situation with the Headteacher or the Deputy Headteacher and an appropriate system of managing the child's behaviour will be agreed.

At this point the SENCO may be consulted who will liaise with staff (and parents if appropriate) to investigate any possible underlying issues and a Behaviour Profile will be completed to help analyse the problem. An Individual Additional Needs Plan with behaviour targets may be written to support this process as needed.

7. Exclusions

7.1 In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Policy will be followed at all times and the guidance in Appendix 3 will be followed.

7.2 In the event of any type of exclusion, the Headteacher will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

7.3 The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

7.4 For extreme breaches of school conduct, the Headteacher can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to 15 days.

7.5 In the absence of the Headteacher, the Deputy Headteacher will make the decisions concerning a pupil's exclusion.

7.6 The Headteacher has the ability to permanently exclude a pupil who has seriously breached the school conduct, or who is a persistent offender.

7.7 Permanent exclusions will be considered by the governing body for authorisation.

7.8 The exclusion process outlined in the Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

8. Peer to peer allegation procedures

Allegations against a child by another child (or a child's parent/carer on their behalf) will always be taken seriously and every endeavour will be made to establish what has happened from both the victim's and the accused's point of view with the hope of resolving the problem as quickly as possible.

If needed, conflict resolution strategies will be used so that the victim and accused can discuss the incident and a way forward. A record of any discussions will be kept by the adult investigating the incident.

Each case will be considered carefully with appropriate consequences as outlined above.

Allegations of bullying or racism will be dealt with in line with the Anti-Bullying Policy and Race Equality Policy.

9. Use of reasonable force

9.1 School staff are able to use reasonable force in situations when:

- A pupil is at serious risk of harming themselves.
- A pupil is attacking a member of staff or another pupil.
- Members of staff must prevent a pupil from leaving a classroom when doing so would lead to a risk of their safety.
- Disruptive children must be removed from the classroom, and have previously refused to.
- Members of staff need to control disruptive pupils on school trips, or similar.

9.2 Any occurrences of the use of reasonable force will be reported to the Headteacher, who will keep a written record of this and communicate it to the pupil's parents/carers.

9.3 The following members of staff are Team Teach trained in the use of the safe handling of pupils:

Mrs Kate Dunkley
Mr Chris Wildgust
Mrs Kumiko Todd
Mrs Jayne Wilson
Mrs Jackie Atkinson.

10. Roles and Responsibilities

10.1 Appropriate behaviour is seen to be a key element in securing a conducive teaching and learning environment. The responsibility for developing a shared understanding and consistent approach will, therefore, rest with the Headteacher and Management Team. All staff will be expected to monitor the behaviour of children and respond appropriately in line with this policy.

10.2 Appropriate training for all staff to ensure:

- Shared responsibility amongst all staff for promotion of appropriate behaviour and management of inappropriate behaviour.
- Greater understanding and agreement about what is meant by appropriate behaviour.
- Clarity about which behaviours are inappropriate.
- Strategies for prevention of inappropriate behaviour by identification of potential trouble spots (times, places, circumstances).

- Use of consistent strategies to promote appropriate behaviour.
- Responses to inappropriate behaviour are in line with this policy.
- Consistent and fair use of consequences for inappropriate behaviour.

This is achieved by time given at teaching and support staff meetings for discussion and training and members of staff new to the school being given a copy of the Behaviour management policy.

11. Curriculum Development

Use of the Investors in Pupils work, SEAL (social emotional attitudes to learning) programme help develop children's awareness, at the appropriate level, of:

- their own needs, rights and responsibilities;
- the needs, rights and responsibilities of others;
- the school's expectations;
- the need for rules or laws to protect individual freedoms;
- shared and differing concepts of right and wrong;
- identifying areas for concern about behaviour (and in particular bullying - see Anti-Bullying Policy);
- devising their own positive rules for behaviour in all areas of the school;
- contributing to any discussion or rewards and consequences.

12. Parents

The active support of parents is seen as crucial.

The school will seek to foster this support by:

- The Home School Agreement signed by school, parent and pupil.
- Providing clear, accessible information to parents about the School's Policy for Behaviour through the Information For Parents Booklet, School bulletins, open access to policy statements and the opportunity to discuss strategies at open meetings or, through appointment with the Class teacher and/or a Deputy Headteacher and/or the Headteacher.
- Ensuring effective and speedy mediation in circumstances where there may be disparity between parents' expectations and those of the school.

13. Monitoring and Evaluation

- The policy will be monitored and evaluated by the Management Team.
- Monitoring will include discussions with all staff and parents and the monitoring of reports of inappropriate behaviour (e.g. bullying, racial harassment) from all sources.
- The views of parents regarding behaviour management will be sought annually through the questionnaire and informal discussions.

The ethos of Lightcliffe CE Primary School will be a measure of how successful our policy for Positive Behaviour is.

14. Review

This policy will be reviewed regularly by staff and governors before ratification by the Curriculum Committee.

Name
Class.....

Date

Where were you?

What did you do?

Why was it the wrong thing to do?

What should you have done instead?

What will you do to make things better?

REPORT CARD

Name of child _____

Class _____ Week beginning _____

A = Good

B = Satisfactory (responded to warning)

C = Unsatisfactory

| | 09:00 10:00 | 10:00 11:00 | play | 11:15 12:15 | lunch | 1:15-3:15 | School initials | Home initials |
|------|----------------|----------------|------|----------------|-------|-----------|--------------------|------------------|
| Mon | | | | | | | | |
| Tue | | | | | | | | |
| Wed | | | | | | | | |
| Thur | | | | | | | | |
| Fri | | | | | | | | |

Behaviour Targets:

Signature of parent _____

Please support your child by discussing their behaviour with them and initialling the final column above.

Thank you

APPENDIX 3

Exclusion Guidance

The Head teacher has a legal duty of care when sending a pupil home following exclusion.

This guidance should be used to review and update current policies and procedures. This guidance should be read in conjunction with statutory guidance — 'Exclusion from maintained schools, academies and pupil referral units in England' (DfE 2012), from which salient points have been drawn. *The DfE guidance is due for review however no publication date has thus far been confirmed.*

- Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.
- The decision to exclude for any period must be lawful, reasonable and fair.
- Pupils who are excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Virtual School Head needs to get kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) should be kept informed.
- Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour.
- School should set and mark work provided for the first five days of a period of exclusion, unless or until alternative provision is provided. Alternative provision must be in place from the sixth day.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- Only the Head teacher has the authority to exclude and this must be on disciplinary grounds.
- Lunchtime exclusions must follow the same exclusion process and count as half day exclusions.
- 'Informal' or 'Unofficial' exclusions are unlawful regardless of whether they occur with the agreement of parents/carers — all exclusions must be formally recorded.

- Consideration should be given to children who present with additional needs, and Head teachers should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA).
- Schools should engage proactively with parents, foster carers, children's homes and the local authority in supporting the behaviour of pupils with additional needs.
- Head teacher must inform the governing body and local authority if a child is permanently excluded or if exclusions result in more than five school days (or ten lunchtimes) in a term, or if a period of exclusion will mean that they miss a public examination or national curriculum test.
- All fixed term exclusions should be reported to the governing body and local authority once a term.
- If a pupil lives in a different authority to that of the school they attend, the Head teacher must inform the 'home authority' without delay if a child is permanently excluded.
- If a child has a fixed term exclusion the correct codes should be used on the register; Code E whilst not attending any provision, then Code B (educated off-site) or Code D (dual-registration) once attending alternative provision. It is the school's responsibility to ensure that the alternative provision provides the adequate number of hours.
- When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.

Flowchart at point of Exclusion

Serious Incident/Breach of School Behaviour Policy



