



## Behaviour Management Policy

Agreed and adopted by Cheadle Primary School Governing Body

Date: March 2017

Review: March 2018

### Aims

- To provide a shared, consistent and commonly agreed approach to behaviour management.
- To establish a culture where children have a right to learn and teachers have a right to teach without disruption
- To provide a system to reward and encourage good behaviour, through a positive approach.
- To reduce incidences of poor behaviour.
- To build self-esteem.
- To encourage self-discipline and self-motivation.
- To teach children to accept responsibility for themselves and their actions.
- To foster an attitude of respect and care for others.
- To provide a calm, secure and positive environment.
- To celebrate success.
- To raise standards of achievement and attainment.

***A rich, stimulating and inspiring curriculum and environment, planned in recognition of Pupil Voice, underpins our expectation of outstanding behaviour from our children.***

### A Positive Approach

It is the responsibility of all adults to ensure that children's needs are met at all times. There will always be planned activities and tasks available and children will have a clear understanding of systems, routines and expectations. Adults must be aware of the profile of the different groups of children and match activities, routines and opportunities accordingly.

We use opportunities, both planned and unplanned, to promote children's awareness of the Golden Rules. Children must understand the reason for rules, their own responsibilities and the rights of other members of the school community.

e.g. "Do walk sensibly around school" This rule is to enable us to keep safe and avoid accidents. It is my responsibility to walk around school in a calm and safe manner. It is the right of all members of the school community to move around school safely and without accident.

We speak to children in a positive way. We speak about the behaviours we want to encourage, rather than suggesting those which we do not. We use "Do..." expressions, rather than "Do not..."

We draw attention to examples of good behaviour and children keeping to the rules, but minimise the attention given to children who show poor behaviour.

We are a "no shouting" school. Adults speak to children in a composed and respectful manner.

We promote a calm atmosphere. Children move around in a quiet and orderly way. We often use music to promote a calm mood.

We do not set up situations where children are likely to become disruptive such as insisting on silence where it is not necessary.

We use agreed strategies to promote good behaviour e.g. "hands up".

We start and finish each day and session, where possible, with a positive thought or comment.

We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

## Rewarding Good Behaviour – Positive Incentives

- Smiles, stickers, stamps, certificates, verbal praise.
- Sending children to other adults in the school.
- Certificates or notes to go home, phone calls or face to face conversations with parents and carers
- Celebration assembly and book.
- Golden Time.
- Buy back of Golden Time.
- Star of the Week certificates.
- You've Been Spotted certificates.
- Good Behaviour certificates.
- Lunch time Stars.
- Star of the Term.
- Star of the Year.
- Excellent and 100% attendance.
- Age-appropriate class-based incentive schemes.
- Responsibilities.

### Rules

We have agreed school rules.

Class teachers may have agreed class rules.

Rules are displayed in teaching areas and around school.

### Golden Time

Golden Time is an important part of the Behaviour Management Policy as it is a reward for children who keep the rules, an incentive for those who find this difficult and a sanction for those who behave unacceptably. As a staff we give Golden Time a high priority at every possible opportunity.

All children begin the week with thirty minutes Golden time.

This is a time when children can choose from a wide variety of special activities run by all adults in school. They sign up for their choice each week.

Golden Time is claimed every week on a Friday..

Golden Time is lost when a yellow card is given, but can be earned back when agreed between the child and adult who gave the yellow card.

Children cannot lose all their Golden Time. They must lose no more than fifteen minutes.

During Golden Time, children who have lost minutes, remain with the headteacher or deputy headteacher for the given amount of time.

### Celebration Assembly

Celebration Assembly celebrates success and high standards in work, attitude, behaviour and attendance.

Awards include:

- "Well Done" certificates
- Star of the Week certificates, name entered in the Celebration Book and name displayed on Star of the Week board
- Lunch Time Star of the Week certificates
- Respecting Rob's Rules (Site Manager)
- In School and On Time prizes, best (registration group) attendance award - certificate and trophy
- Play Leaders certificates
- You've Been Spotted certificates
- Writer & Mathematician of the Term certificates
- Star of the Term or Year awards
- Celebration of out of school achievements
- Half termly homework certificates
- Good Behaviour certificates

## Children with Additional Needs

***“Fairness is not giving everyone the same thing, fairness is giving each person what they need to succeed.”***

We recognise that we may need to develop bespoke strategies for some children who do not respond appropriately to the Behaviour Management Policy. Alternative strategies must be agreed with the Headteacher, Deputy Headteacher or Assistant Head teacher who will then communicate agreed strategies to all staff. Also, discussions with parents and children must always take place before alternatives being put into place. Children need to be part of the decision making process so that they have an understanding that strategies are being used to help and support them to make the right choices. On occasion, it may be appropriate to seek support from the BSS (Behaviour Support Service) and the Education Psychology Service as appropriate.

Possible alternative strategies might include:

Shortened lessons

Agreed time out of the classroom

Working for parts of the day in other areas of school

Meet and Greet in the mornings / end of the day

Alternative playtime / lunchtime provision

1-1 or small group support at playtime / lunchtime

Practical equipment such as Lego or fidget toys to motivate, break up lessons and aide concentration

Time targets for work (short, focused tasks)

Play therapy

Bespoke reward strategies for use in each lesson (rewards at end of day / week as appropriate)

## Sanctions

If a child misbehaves in school the following procedure is followed:

1. A warning is given, with a clear indication that a repeat of the behaviour will result in a Yellow Card.
2. If the behaviour is repeated: Yellow Card. Children are told that they have a “Yellow Card”. This means the loss of 5 minutes Golden Time.
3. Children may ask, or be prompted to ask, to earn back their Yellow Card. This opportunity will always be given. Children must be allowed to earn back Yellow Cards in the same situation in which they were given e.g. assembly, play time.
4. If the behaviour is repeated again a “Red Card” is given and the child is asked to go to another class for an agreed time, but no longer than 10 minutes.
5. A child may be given an immediate Red Card if the behaviour warrants it such as physical aggression.
6. If a child has a Red Card they will miss 5 minutes Golden Time for the Yellow Card which has gone before.
7. If a child receives 3 Red Cards within a week, the class teacher and Head teacher will agree whether or not parents should be informed.
8. Each session during the day is a fresh start.
9. A record of Yellow and Red Cards will be kept by the class teacher.
10. If a child breaks a Local Authority Guideline (see below) the Senior Leadership Team will decide whether to give a fixed term exclusion or give a straight Red Card. A straight Red Card will result in time out in another class and 5 minutes loss of Golden Time.
11. ***Please note that for children who have bespoke management systems in place, we may design specific sanctions for such children if Red and Yellow Cards are not working which will be communicated clearly to staff, child and parents.***

Individual children may be kept in for a maximum of 5 minutes at playtime or for 10 minutes lunch break or after school at the class teacher’s discretion. In these circumstances the class teacher will remain with the child to supervise them.

As the result of persistent disruption or rule breaking, children may be given a class exclusion of up to one full day. They will spend an agreed amount of time in school other than in their own classroom with work provided by their own teacher. Parents will be informed on these occasions.

**We recognise that our system of Red and Yellow Cards is not appropriate for our youngest children in school. If sanctions are needed in EYFS, small amounts of 'time out' for reflection are used within the classroom.**

## Lunch Time Sanctions

The Golden Rules apply at lunchtime. If children break the rules they are given a warning. If they break the rules again the Senior Lunchtime Organiser may give the child a "White Slip".

If a child receives three White Slips in a half term they will be kept in school for most of the lunchtime period for an agreed number of days. Parents will be informed.

If a child receives a fourth White Slip in a half term the Head teacher may consider a fixed term lunchtime exclusion.

## **Serious Unacceptable Behaviour**

If a child displays serious unacceptable behaviour (see list below). The following steps will be taken.

- A full investigation of the incident (s)
- A discussion with the child /children / staff involved
- A meeting with the parents concerned
- Where possible, restorative work will be undertaken and support given to all concerned
- Sanctions include classroom or lunchtime exclusions
- At the discretion of the Head teacher a child may be given a fixed term exclusion where Local Authority procedures are followed. See Appendix 1

These steps will be followed if a child:

- Physically abuses another child
- Damages property
- Steals
- Bullies
- Uses racist language
- Physically abuses a member of staff
- Seriously verbally abuses a member of staff
- Causes a danger, threatening the health and safety of themselves and / or others
- Seriously undermines the discipline of the school

### **Appendix 1**

#### **Day one to five of a fixed term exclusion**

Parents are legally required to make suitable arrangements for the supervision of their children for all exclusions of between one and five days inclusively. The school will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded.

The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion. Parents should return completed work and arrange with the teacher to collect more if necessary.

#### **Provision for full time education for pupils who receive an exclusion of 6 days or longer**

From September 1<sup>st</sup> 2007, the law requires that this school must ensure that formal arrangements are in place to offer full time, appropriate education, off our school site for any pupil who is excluded for a period of 6 days or longer. We are required to make such provision from the **6<sup>th</sup> day** of any such exclusion.

#### **From day six of a fixed term exclusion**

We will be working in partnership with Prospect Vale Primary School, Heald Green, Cheadle, Cheshire. SK8 3RJ

- We will work in cooperation with Prospect Vale Primary School to provide full time education for any pupil from the 6<sup>th</sup> day onwards until the exclusion ends.
- If a pupil receives allocated support, it is expected that this support will transfer with them for the duration of the exclusion.
- If the named school is not appropriate, we will request support from another primary school in the Cheadle area cluster.
- If there are issues of access for any pupil, we will seek to use a suitable school within the Local Authority.

Parents will be expected to work with the school to ensure that their child attends the alternative provision for the duration of the remainder of the fixed term exclusion. If a parent does not ensure that their child attends the provision made, it will be recorded as an unauthorised absence and dealt with by the Educational Welfare Service within their procedures.

#### **Planning for the off site provision**

The Headteacher or class teacher will agree arrangements with the parent(s) to plan for the child continuing education during the exclusion. This planning will take place during the first 5 days of the exclusion to ensure that the pupil, parent and both schools are in full agreement with the arrangements for the child to attend the alternative school.

#### **Reintegration Meetings**

Following all instances of exclusion, the Headteacher will arrange a reintegration interview at a mutually convenient time for the school and parent. Consideration will be given to using a Pastoral Support Plan at the reintegration meeting which will look at formalising targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.