

CAMROSE PRIMARY SCHOOL WITH NURSERY

Behaviour Policy

Status	Statutory
Written by	S Crick
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Camrose Primary School Behaviour Policy

Rationale

1. We aim to ensure that everyone involved with the school understands the school behaviour policy and applies it consistently. All adults should have high expectations of children's behaviour. We understand that all behaviour and wellbeing are often linked and that all behaviours communicate an emotion. We strive to empathically understand the feelings associated with conduct that is inappropriate or concerning.
2. Children need guidance on acceptable behaviour in order to develop self discipline. Teachers and parents play a key role in helping children develop this self-discipline and good behaviour.
3. All adults are role models for children therefore it is important that they behave appropriately at all times.
4. Appropriate behaviour requires a whole-school approach and should be taught across the curriculum with additional opportunities for emotional understanding coming in subjects such as PHSE.
5. Positive behaviour and a sense of wellbeing is a major contributor towards children achieving.
6. Without a calm, orderly atmosphere teachers cannot teach and children cannot learn. To this end we have, in collaboration with all the members of this school community, developed our class charters that reflect and underpin the School Behaviour Policy
7. This policy belongs with the Race Equality and Cultural Diversity Policy, the Anti-Bullying Policy Statement, the Equal Opportunities Statement, The Sexual Violence and Harassment Policy and the ICT and Internet Acceptable Use policy. Please refer to these for further information.

Aims

Our policy aims to encourage children to take responsibility for their behaviour and thus develop into responsible and caring adults by:

- Encouraging an ethos of positive behaviour, safety and wellbeing.
- Having a common understanding about what constitutes positive, safe behaviour.
- Having clear expectations of positive, safe behaviour.
- Having a shared sense of values and purposes.
- Encouraging understanding and respect for the similarities and differences between individuals or groups.
- Managing behaviour in and out of the classroom including online and using other mobile devices.
- Offering clear guidance for social, moral and spiritual education.
- Encouraging individuals to take ownership of their behaviour, to reflect on their own choices when things go wrong, to offer a restorative justice approach and to understand how their actions have an effect on themselves, the school community and the wider world.
- Working with parents in an open and transparent manner, informing them when their child is behaving particularly well or when support is required.

Responsibility for monitoring the policy

It is the responsibility of ALL members of staff to monitor children's adherence to the school charter. There will be reminders in assembly about the rules, rewards and sanctions.

Guidelines for the Behaviour Policy

Promoting Positive Behaviour

- Positive behaviour includes kindness, helpfulness, consideration for others, respect for oneself and others, honesty, care for property, truthfulness and good manners.
- Inappropriate or undesirable behaviour is demonstrated by the opposite of the above.
- Positive behaviour and developing agreed values can be achieved through assemblies, Circle Time, RE and PSHE lessons and modelled and promoted at all times.
- Teachers and TAs are encouraged to create a calm atmosphere at the start of each session – this can be done through background music and/or breathing or mindfulness exercises.
- We are a RRSA awarded, rights respecting school. As such, we use the language of the Articles to promote understanding of positive behaviour and the consequences of negative conduct.
- Safe behaviour includes road safety, stranger danger, people who help us, hygiene, and more recently social distancing.

Rewards

The following can be used to promote good behaviour:

- Praise (needs to be explicit) and encouragement.
- Celebrating good behaviour with others e.g. class teacher, Headteacher, Deputy head, parents, other children.
- Stickers, stars (with younger children)
- Commendations in the School Newsletter.
- Star Pupil award / Privilege card (from the Good To Be Green System)
- Certificates- displayed on 'Star Pupil' Board.
- Postcards to parents.
- 'Dojos' – these should be used in conjunction with the Good To Be Green system.

Sanctions:

The following can be used to discourage inappropriate behaviour:

- Verbal warning of consequences and reminder of the articles / school charter.
- Reflection time where child is expected to consider own behaviour and ways forward.
- An opportunity for the child to discuss their behaviour with a member of staff with whom the child feels comfortable e.g. Class teacher, Learning Mentor, Phase Leader.
- Referral to the Learning Mentor, Phase Leader, SENCo, Deputy Headteacher or Headteacher
- Parents informed and asked to support school action.
- If behaviour persists then the class teacher will record their concern in MyConcern and pass this to the Learning Mentor and the inclusion lead. The LM will follow procedures for pupil referrals. The child will be evaluated and placed on Behaviour Improvement Plan (arranged with SENCo, DH and HT). Time-specific interventions will be put into place. This will be reviewed regularly.
- A child who behaves in a dangerous manner will have a Risk Assessment carried out and parents informed.
- Children whose behaviour puts them at risk of exclusion will have a Pastoral Support Plan designed by the Learning Mentor in conjunction with parents.
- Exclusion for a fixed period of time for serious breaches of the behaviour policy.
- Permanent exclusion for persistent serious breaches of the behaviour policy.
- The school will follow the LA policy for fixed and permanent exclusions.

Supporting children with challenging behaviour

We have the following support networks:

- Team discussion with parents to try and understand the nature of the issue.
- Referrals to outside agencies where necessary – eg. Grief Encounter, CAMHS, GP.
- Friends For Life.
- Good To Be Green – either to support the child in managing their behaviour or removing them from the process if this approach is potentially counterproductive.
- Suggestions during Circle Time from peers on strategies to use to improve behaviour.
- Learning Mentor.
- Buddy systems.
- Lunchtime clubs and activities.
- Behaviour Improvement Plan.

Developing Children's Responsibilities to the community

It is important that children take an active role in their school community. It helps them become more responsible adults and gives them a sense of belonging. To this end there are a number of roles they can undertake:

- School Councillor (Years 2 - 6)
- Squad 19
- Teacher-prescribed, class based role.
- Play Leader (Years 5 – 6)

Sexism and sexual harassment (child-on-child abuse)

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to [e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

The Sexual Violence and Harassment Policy provides greater detail and our procedures.

Recording Incidents/good behaviour

- All behaviour reflection sheets are kept by the LM and are available for reference. Parents will be informed either by telephone or at the end of the day in person and any parent contact will be recorded.
- Incidents of **sexism, sexual harassment, racism and homophobia** are to be recorded as such on SIMS. The staff member **MUST** complete the appropriate form, located with the Behaviour Folder in the staffroom, and inform the Headteacher. The Headteacher will keep a log of such incidents. Victims are consoled and the perpetrator is helped to understand why their behaviour is unacceptable.
All such incidents must be recorded.
- Any physical incidents are recorded on the LA Accident/Incident Form and sent to the Health and Safety department in Harrow with a copy in the child's file and the Headteacher's file.
- Any physical intervention by staff, to restrain pupils will be recorded on a proforma and kept in the Head teacher's office. (see 12.1 – 12.7) Children who regularly fight or cause injury to others will have a Risk Assessment undertaken.
- Certificates to be given for good behaviour, good work etc and displayed on Star of the Week Board, then sent home to parents. Resilience is also celebrated and children who earn a privilege card will receive a postcard home in addition to a certificate.

Reasons for Exclusions

- Serious insolence to a member of staff.
- Endangering others or self.
- Bringing dangerous substances to school e.g. drugs.
- Bringing a dangerous item to school e.g. a knife.
- Persistent refusal to follow an adult's instructions.
- Persistent swearing, bullying, hurting others, disruption of lessons or school life.

Behaviour Improvement Plans

- Behaviour Improvement Plans will be drawn up by a member of the Senior Leadership Team (Head, Deputy, Phase Leaders, Learning Mentor) or the SENCo for pupils who display continued challenging behaviour. This will be in addition to a team meeting where referrals to external agencies for appropriate support will be considered.
- These plans will be developed in consultation with the pupil and parents/carers and will identify strategies for the pupil to use to improve their behaviour.
- The Behaviour Improvement Plan will be kept by the class teacher and a copy will be kept in Teachers Only/Staffroom/Behaviour/the year which is applicable and individual pupils so it can be accessed by other staff. A copy needs to be placed in the pupil's record.
- Class teachers, teaching assistants and learning mentors should inform the Deputy, Learning Mentor or SENCo as soon as possible if a child is not keeping to their Behaviour Improvement Plan.

Classroom Behaviour Contracts

- All classes should produce their own class charter at the beginning of the school year.
- These charters should be developed in consultation and negotiation with the pupils, clearly displayed within each classroom and should reflect the focus articles.

- Classroom behaviour charter should reflect school policy and encourage high standards of behaviour.
- A Good to be Green system is in use in all classes. The fundamental aim for pupils is to remain on Green or earn a privilege (silver) card.

Restraining Pupils and Risk Assessments

Under certain circumstances, it may be necessary for an adult to physically restrain a pupil. This will only be done if the child will not respond to verbal instructions and is in danger of harming another person or themselves.

- Nominated staff receives annual training on restraining pupils in accordance with Health and Safety regulations. The Headteacher or Deputy Headteacher will be informed immediately should such an incident arise.
- A record of any incidence requiring physical restraining will be recorded immediately on a proforma which can be obtained from the school office.
- Any pupil who is identified as posing a risk to others or self will have a risk assessment carried out.
- The risk assessment will be shared with parents, carers and staff and a copy of the form kept in the behaviour folder in the Headteacher's office and In Teachers Only/Staff Room/Behaviour/the relevant year/individual pupils/risk assessments.
- All this information needs to be recorded on SIMS.

Searching - Physical

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Head Teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

3. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco and cigarette papers;
- fireworks
- pornographic images.

Searching and deletion – mobile phones, ICT systems

Under the Education Act 2011, the headteacher, and any member of staff authorised to do so by the headteacher, can search pupils and confiscate their mobile phones, computers or other devices that the authorised staff member has reasonable grounds for suspecting:

- Poses a risk to staff or pupils, **and/or**
- Is identified in the school rules as a banned item for which a search can be carried out, **and/or**
- Is evidence in relation to an offence

This includes, but is not limited to:

- Pornography
- Abusive messages, images or videos
- Indecent images of children
- Evidence of suspected criminal behaviour (such as threats of violence or assault)

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the headteacher / designated safeguarding lead
- Explain to the pupil why they are being searched, and how and where the search will happen, and give them the opportunity to ask questions about it
- Seek the pupil's co-operation (if the pupil refuses to co-operate, proceed according to the behaviour policy)
- The authorised staff member should:
 - Inform the DSL (or head / deputy) of any searching incidents where they had reasonable grounds to suspect a pupil was in possession of a banned item.
 - Involve the DSL (or head/deputy) without delay if they believe that a search has revealed a safeguarding risk

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on a device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on a device, the staff member should only do so if they reasonably suspect that the data has been, or could be, used to:

- Cause harm, **and/or**
- Undermine the safe environment of the school or disrupt teaching, **and/or**
- Commit an offence

Star Pupil

This should be decided on a **fortnightly** basis.

- ❖ Class teachers should decide on the Star Pupil and the reasons for the reward.
- ❖ The child's name should then be placed on the Star Pupil Board displayed in the main corridor.
- ❖ The sheet in the Star Pupil file should be completed on a fortnightly basis so that children can be called out in assembly on alternate Friday's where they will receive a certificate.
- ❖ A photograph is taken of the Star Pupil and placed on the Board outside the resource room.
- ❖ It would be very beneficial to all children if they could all have a chance at being the Star Pupil, but only if they deserve it.
- ❖ Teachers should keep their own record as to who has had the opportunity of being Star Pupil.
- ❖ There is a wonderful opportunity to develop children's oracy through Star Pupil e.g. question and answer sessions, explanations as to why a child was chosen to be the Star Pupil.
- ❖ SP also allows the opportunity for children to understand which behaviour is appropriate.

This policy should not be read in isolation. It is important for us to consider other relevant advice and guidance, including the following (which is not intended to be an exhaustive list), as part of our approach to protecting children:

- Equal Opportunities Policy
- Safeguarding Policy
- Keeping Children Safe in Education guidance
- Sexual violence and harassment between young people policy

It's Good to Be Green

The Aim:

- The Good to be Green Behaviour system is for monitoring and responding to behaviour both inside and outside the classroom. It helps to prevent behaviour from escalating to unacceptable levels.
- It also helps children to understand that there are consequences for their behaviour – both positive and negative.
- It provides a visual reminder of positive behavioural expectations.
- The objective is for each child to stay green all day/week – while working towards a privilege card.
- Each child has a named pocket with a green card in it.
- A green card is always displayed at the beginning of the day. Adults should make frequent references to the Good To Be Green system – eg. At the start of the day, encourage all children to aim to stay on Green and aim for a Privilege Card.
- Behaviour expectations should be constantly discussed with children in order that they understand the purpose of the rules, why they are important and what they achieve; similarly, negative behaviour should be discouraged in the context as to why it is undesirable.
- Each day represents a fresh start – if children have received orange / blue / red cards the previous day, they need to be reminded that was yesterday and that today is a new opportunity to stay on green / aim for a Privilege Card.
- A privilege card can be awarded by any adult and can be tailored to a child. It is up to the adult how it is awarded. When privilege cards are awarded, an email needs to be sent to JC by Friday morning break time at the latest. Children will be called from 2.30pm that day and given a reward.

Preventing negative behaviour.

How it works:

<p>Low level negative behaviour 1</p> <ul style="list-style-type: none"> • Verbal warning 	<ul style="list-style-type: none"> • 1st Verbal Warning: • Refocus child – check in with them – ask them how they are feeling and consider what might be happening for them / why they are presenting in this way. • Set expectations • Outline consequences if behaviour continues.
<p>Low level negative behaviour 2</p> <ul style="list-style-type: none"> • Stop and Think card 	<ul style="list-style-type: none"> • 2nd Verbal Warning: • Issue child with Stop and Think card • Child changes their own card • Outline consequences of continued behaviour and encourage/promote positive change.

<p>Low level negative behaviour 3</p> <ul style="list-style-type: none"> Orange card issued 	<ul style="list-style-type: none"> 3rd Verbal Warning: Issue child with orange card Remind child that this is the final warning Outline consequences of continued behaviour and encourage/promote positive change NB. If a child gets two or more orange cards in a week, this needs to be reported on MyConcern.
<p>Low level negative behaviour 4</p> <ul style="list-style-type: none"> Blue card issued 	<ul style="list-style-type: none"> No change - Blue card issued: Explain clearly and concisely why the child has been given a blue card Child changes their own card Refocus child and set expectations for behaviour Child reports to JC the following playtime Restorative work done with child. Log on MyConcern that blue card has been issued and why JC informs parents
<p>Low level negative behaviour 5</p> <ul style="list-style-type: none"> Red card issued 	<ul style="list-style-type: none"> No change - Red card issued: Refer to SC/LW Log on MyConcern Decision will be taken as to whether the child returns to the class that day on a case by case basis Parents invited in for meeting JC to monitor child
<p>We recognise that the above steps help to prevent negative behaviour escalating while promoting positive change.</p> <p>However, in some cases, a blue or a red card should be issued immediately.</p>	
<p>Blue card immediately:</p>	<p>Swearing</p>
<p></p>	<p>Open defiance / rudeness to adult</p>
<p></p>	<p>Negative physical contact including fighting</p>
<p></p>	<p>Spitting</p>
<p></p>	<p>Stealing</p>
<p></p>	<p>Vandalism</p>
<p></p>	<p>Unsafe behaviour – eg. Throwing objects, self-exiting from classrooms.</p>
<p></p>	<p>Threatening behaviour</p>
<p></p>	<p></p>
<p>Red card immediately:</p>	<p>Racism</p>
<p></p>	<p>Homophobia</p>
<p></p>	<p>Bullying</p>
<p></p>	<p>Hitting adult</p>

COMMUNICATION OF BEHAVIOUR EXPECTATIONS WHEN AN ISSUE ARISES

The adults should:

1. Check intention – understand what happened.
2. Remain calm – model appropriate behaviour – take time to investigate the matter.
3. Offer the chance to make amends to all parties.
4. Carry out an investigation – allow all parties to speak without interruption (however overwhelming the evidence) this will calm situation and gives thinking time.
5. Don't take the behaviour personally. Remain professional, empathic and compassionate. The child may still be angry – don't let them make a bad situation worse.
6. Set limits to behaviour with explanations.
7. Acknowledge feelings so that the child feels heard and validated.
8. Avoid putting children down or making unfavourable comparisons.
9. Maintain the relationship even when administering a sanction – explain their strengths; make it clear that there is an ending to the whole process and then a fresh start afterwards.

Supervision of children at playtime and lunchtime

Supervisors are expected to:

- Facilitate and organise games
- Teach children to take turns and play fairly
- Anticipate and Intervene before incidents arise to minimize problems
- Encourage and praise appropriate behaviour
- Be role models for the children
- Ensure that children are given their chance to play in timetabled areas: climbing frame, football pitch etc.

When a dispute arises:

- Remain calm and professional
- Separate those involved from the onlookers and from each other– preferably to somewhere quiet.
- Call or send for assistance if you need it
- Allow each child to speak—even if the situation appears to be very straightforward. Remind the children not to speak over one another
- Ask any questions to clarify the situation
- Resolve the situation if the incident is relatively minor
- Ask the children to suggest how the problem can be solved
- In the case of a more serious incident, refer to the Good To Be Green grid. Make sure that the child understands what they have done wrong and why they are being punished.

- Refer very serious incidents to a member of the Senior Leadership Team. You should log the incident in the Concern log book and make the SLT aware. At the end of the break you should inform the class teacher of the children involved that there has been an incident and let them know who is dealing with it.

Persistent Challenging Behaviour:

In order to address persistent challenging behaviour where little or no improvement has been seen, a behaviour improvement plan may be drawn up to prevent further escalation and reduce the chance of exclusion. This is done in conjunction with the class teacher / designated 1:1 (where applicable), a member of the Senior Leadership Team, the parent and the child. Targets need to be reviewed half termly.

APPENDIX 1:

Behaviour Improvement Plan

NAME:

CLASS:

DATE OF PLAN:

DATE OF REVIEW:

(Evidence to be brought to review where possible)

DEVELOPMENT TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH PUPIL)

1.

2.

3.

RESOURCES TO MEET TARGETS

CRITERIA FOR SUCCESS

REWARDS

SANCTIONS

ACTION

PERSON RESPONSIBLE

TO BE SIGNED BY

PUPIL _____ PARENT _____

CLASS TEACHER _____ E/HEAD _____