

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, and the Equal Opportunities Statement. 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.
- 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 / Well Being Warriors
- Teacher-prescribed, class based role.
- Play Leader (Years 5 – 6)

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 **racism and homophobia** are 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 as this information is monitored by the LA. The Headteacher logs this. 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 the Phase Leader, SENCo, Learning Mentor or Headteacher 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.

Equal Opportunities

13.1 This policy reflects the philosophy and aims of the School's [Equal Opportunities Statement](#).

Monitoring the Policy

14.1 This policy will be reviewed at least every three years for its effectiveness.

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 SP.
- ❖ SP also allows the opportunity for children to understand which behaviour is appropriate.

It's Good to Be Green

The Aim:

- The Good to be Green Behaviour system is for monitoring and responding to behaviour in class, in assembly and at school events. It is not for the playground.
- 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 between 3 & 5 coloured cards. (depending on age)
- The first card is green and is always displayed at the beginning of the day. Each day represents a fresh start.
- 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.

Verbal Warnings

- Children receive 1 verbal warning before getting a Stop and Think card.
- If negative behaviour persists, their card then gets turned to orange. If a child gets more than 2 orange cards in a week, they need to be referred to the LM/DH to discuss this.

The Card System

Good to be Green

Green Card - Good Behaviour

Stop and Think

Stop and Think - issued after the first verbal warning.

Verbal Warning

Amber card - verbal warning

Reflection time

Blue Card - LM or Phase Leader at break to discuss behaviour. Phone call home.

Time Out / Letter Home

Red Card = Go to DH / HT – put in Time Out and a letter will be sent home

Privilege Card

Privilege Card for outstanding behaviour/ accomplishment.

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 (perhaps later on).
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 (verbal or physical) 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 you can and the incident is relatively minor. Ask the children to suggest how the problem can be solved.
- In the case of a more serious incident make a decision, explain it to the children and impose a low level sanction. Make sure that the child understands what they have done wrong and why they are being punished. Do not forget the child and ensure that you tell him/her that they may return to play.
- Refer very serious incidents to a member of the Senior Management Team. You should complete and incident form at the earliest opportunity. Pass the completed form to the Head teacher or Deputy Head (via the office if necessary). 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.

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 _____

Behaviour Policy 2020 Covid-19 Addendum

At Camrose Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance at the agreed time. Children will go straight to their classroom, keeping a 2m distance from any other individual. At their designated home time, children will leave the building from their designated exit. They will line up along the pathway leading to the entrance gates where their parent will come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. During break and lunch times pupils will remain within their designated areas which are clearly marked with hazard tape. When in need of the toilet during break times, pupils must line up and wait sensibly – maintaining social distancing, until they are told to go into the toilets by an adult.

There will be no passing on the stairways between distinct groups. If a different group of pupils are on the stairway then pupils will wait until they have left before using the stairs.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Tissues are available in all rooms: pupils must place used tissues into the lidded bin and wash their hands with hand wash.

Children will be reminded not to touch their face, mouth, nose or eyes while at school. **Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).**

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults who are not part of their distinct class group at all times. When children enter the school, they will be expected to go straight to their classroom and nowhere else in the building.

Once in class, pupils will be seated in rows, facing the front of the class. Children will put their hand up if they need an adult's support, they will not get out of their seats. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. **Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).** We understand socially distancing may be more difficult for younger

children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Children will be encouraged to use the toilets one at a time (this may not always be possible). When a child has finished in the toilet they must wash their hands.

During break times, pupils line up along the socially distanced markings until directed by an adult to go into the toilet.

Toilets are cleaned regularly throughout the day.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their distinct group or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to the school safety measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response.

If necessary school will seek external support from other agencies such as GPs, Educational Psychologists or Early Help.