

Cranwell Primary School's Positive Behaviour Policy.

Aims

1. Cranwell Primary School aims to provide a positive, safe, and supportive environment where children are inspired and empowered by our motto Courage, Perseverance, Success to achieve the highest standards in behaviour and learning.
2. Children's social, moral, spiritual, and cultural development is at the heart of everything we do, especially in promoting the British Values of respect, tolerance, democracy, the rule of law, and individual liberty.
3. We have an open-door policy and work in partnership with parents and the wider community for the health and well-being of all through promoting positive relationships.
4. We help children to make appropriate choices primarily through praise, encouragement, rewards, and example.
5. We treat everyone with respect and listen to and value all contributions made.
6. We provide a broad, balanced and stimulating environment where progress is recognised, developed, and celebrated.
7. We recognise, accommodate, and support the individual needs of pupils, especially those with SEN making essential adjustments as appropriate. The school places the highest priority on its legal duties under the Equality Act 2010, in respect of safeguarding and for pupils with special educational needs (SEN).
8. We have proactive leadership that is continually striving to improve relationships and the learning environment.

Our teaching is based on Quality First principles and each class' rules are negotiated at the start of the school year through purposeful discussions. These are centred on the belief that every child has a right to feel safe at school and to be able to learn well and that they also have a responsibility to respect the rights of others to be able to do the same. This behaviour policy has been compiled through observations of current practice, consultations with teachers, other adults working in our school, parents and from the opinions of our children through class discussions and our school council, Cranwell Voice.

Implementation.

Cranwell Primary School focuses on positive relationships as the key to excellent behaviour. Staff meet children and parents at the school gate in a friendly and welcoming way. The whole school behaviour policy is clearly articulated to staff, parents, and children. It is available on the School website and parents are reminded via school communications systems.

There is a collaborative approach to agreeing class rules, which are based on Do's rather than Don'ts (See appendix 1). Class and individual reward systems are based on the 5-step plan and are used to encourage and reward excellent behaviour. The Pastoral Team are proactive in removing barriers to learning and providing support to individuals whether it be anxiety or anger management or liaising with parents for home support. Positive play leaders, both adult and children, provide choices of purposeful, energetic, social or quieter activities at breaktimes and our staggered playtimes allow children to have more freedom and space.

Teachers and other adults working in our school use a variety of methods to ensure excellent behaviour. These range from seating allocations, the learning environment, being well prepared with differentiated learning activities, delivering well-paced, active lessons and establishing routines for transitions. Our staff are fair, consistent, approachable, move around the room actively and speak with calm and controlled, positive voices. We favour rewards over sanctions, and each new lesson or new day is a fresh start. Issues are addressed collaboratively through circle time or privately with individuals.

The Head boy/girl, house captains and other children in positions of responsibility, such as the sports crew and school councillors, set an excellent example. All staff are trained in de-escalation techniques and restorative practices as well as the 5-step plan for rewards and sanctions. Advice is sought from the pastoral team, behaviour lead and outside agencies such as "BOSS" when necessary. Individual support plans are based on the children's own interests to be motivating and they actively encourage sensory breaks and other helpful techniques. Staff support each other with suggestions on how to use children's personal comforts/individual strategies to steer them back to positive interactions. CPOMS is used to record serious incidents and to monitor and interpret patterns. Parents are encouraged to communicate with school at any time and achievements are shared regularly through parents' evenings and platforms such as Tapestry and Twitter. Our governors and the SLT monitor and review data regularly.

Governing bodies of maintained schools have a duty under section 89 of the Education and Inspections Act 2011 requiring them to plan to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The primary aim of this Policy is to promote a positive school environment in which every member of the School feels happy, safe and secure. The way in which every person within the School behaves therefore has an impact on the School community, and this Policy is designed to promote good behaviour. This Policy sets out the ways in which good behaviour is rewarded to encourage an ethos within the School of kindness, co-operation, and it ultimately aims to enable pupils to become positive, responsible, and increasingly independent members of both the School community and the community in which they live. Our behaviour policy reflects the school motto of Courage, Perseverance and Success encouraging children to respect the rights of all to a safe environment where they can flourish.

Rewards- the 5-step Plan. (Rewards are never taken away) Outstanding work or effort could skip to 4 or 5.

1. Praise for appropriate behaviour/work.

We try to highlight the children working/behaving very well as a subtle hint to others. Some classes like to give small stickers/raffle tickets as motivating rewards at this point. (SEN - points awarded on a chart each half-hour for listening/starting/completing work. We aim for a daily score out of ten which may be made up of more mini steps. The child may only need a chart for playtimes/lunchtimes.)

2. Name of child or group on the smiley face board. A well-done sign for the child or group to be proud of. (SEN worked well all morning or until break and gained all points on their chart so far.)

3. Tick next to the name on the smiley face. This should lead to rewards outlined in 1 or 4. Some classes like to do table points so the whole table on the smiley face with a tick might mean first out to break. (SEN should have a small reward at the end of a successful morning or afternoon based on their personal interests.)

4. Award a target sticker (FS/KS1)/ house point (KS2) for very good work/consistent behaviour. Some classes have star of the day awards too or use weekly raffle prizes, class dojo or Golden Time privileges. (SEN - give an agreed reward for a day where nearly all points are gained on the chart with no serious incidents. The number is communicated in the RR book, so parents are informed daily and can reward too.)

5. Headteacher's award for outstanding work or consistent effort over a half term. Target board badges awarded in KS1 for ten stickers/certificates for 25 House points in KS2/CPS certificates awarded every full term in assembly. House points are also awarded for sporting competitions each half term and the winning House each full term gains a reward.

SEN – Staff's discretion is used to reward children who may be following an Individual Behaviour Plan. This may result in the child having smaller achievable behaviour targets to achieve a reward.

Sanctions - the 5-step Plan

This Policy also sets out the measures taken when behaviour is considered disruptive.

1. A gentle reminder of expectations. Think positive! Defuse, use humour!

2. A firmer reminder of expectations. An explanation is given to the child on what they need to do to improve their behaviour using script 2.

Step 2 – Warning

I noticed you are (*struggling to get going*)

How can I help?

I need to see (expectations)

Thank you for listening. WALK AWAY!

3. If no improvement use restorative script. See script 3

Step 3 – Restorative chat

What happened?

What were you thinking at the time/ now?

How did this make people feel?

Who has been affected? How?

What should we do to put things right?
How can we do things differently in the future?

- 4. Continuation of behaviour or for more serious incidents** Complete the restorative booklet with a class adult, this could be within break times. **Parents may be consulted/a record put on CPOMS and advice sought from the Behaviour Lead/ Pastoral Team/SLT.**

Restorative justice/reflection time after each negative incident is discussed with the child and a plan of rewards/sanctions agreed may be put in place.

- 5. Ask other adults for support.** (Team teach may be required) Privileges such as playtime may be withdrawn and parents will be consulted.

Advice from outside agencies may be sought e.g. BOSS

Please note: a sudden, unprovoked physical assault on another child/adult requires action: move to number **4 / 5**

Continued difficulties may result in external suspensions (fixed term exclusion) or permanent exclusions.

A daily record chart may be introduced at any stage within the 5-step plan

SEN – Staff must use essential adjustments to assist children who have an Individual Behaviour Plan (children may only have to achieve a percentage of their behavioural targets).

This may result in the child having smaller achievable behaviour targets before sanctions come into place.

Children may utilise the school's fidget toys/sensory breaks/sensory circuits to help them focus more.

It is the overall responsibility of the Head Teacher, under the 'School Standards and Framework Act 1998', to implement the School Behaviour Policy consistently throughout the School, and to report to Governors, when requested, on the effectiveness of this Policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of every member of the School. The school keeps records of all reported cases of serious incidents of unacceptable behaviour through CPOMS. The Head Teacher also supports all members of Staff by setting the standards of behaviour in School and supporting Staff in the implementation of this policy.

Parents/carers are expected to work together with the School to ensure the Behaviour Policy is maintained both inside and outside of School. The policy focuses on care and consideration for other people and their or the School's possessions. The School endeavours to build a supportive rapport with parents which enables the School to consult parents immediately if there are concerns regarding a child's welfare or behaviour. Any apprehensions about the way a child is treated in school should be addressed with the class teacher at first then the school's complaints procedure followed.

Pupils' conduct outside the school gates – teachers' powers.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school may be recorded in the school's incident records (CPOMS).

Teachers may discipline pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school-related activity
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Lincolnshire Police may be notified if required. These recommendations are taken from the DFE Behaviour and discipline in schools advice for Headteachers and school staff (January 2016).

Confiscation of inappropriate items.

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate and retain the pupil's property as a sanction so long as it is reasonable in the circumstances. The item may then be returned to the child or parent, whichever is the more appropriate.

2) **Power to search without consent** for “prohibited items” including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide when to return a confiscated item to the parents.

All members of Staff are aware of the regulations regarding the use of force by teachers, as set in The Education & Inspections Act 2006, The Use of Reasonable Force to Control or Restrain Pupils and the Use of reasonable force Advice for headteachers, staff and governing bodies July 2013. Staff only intervene physically to restrain children or to prevent injury to a child if a child is in danger of hurting him/herself or another member of the school. The actions taken by members of Staff are always in line with Government guidelines on the restraint of children and comply with 'Team Teach' techniques.

This School does not tolerate bullying of any kind and deals with incidences of bullying immediately and within set procedures, as laid out in the Anti-Bullying Policy. It is the aim of the School to ensure that all children attend this School free from fear.

Our school may use suspension/exclusions. The school follows the guidelines set out on the DFE website.

Monitoring and Review

This policy is regularly reviewed by the Behaviour lead and all other stakeholders on a regular basis and recommendations are made to the Headteacher and then the Governors for further improvements. Records of incidents of misbehaviour are kept in School by, firstly, the Class Teacher who keeps records of minor classroom incidents, and if more serious on CPOMS. Any safeguarding issues may be forwarded to the next school. The Head Teacher also keeps records of pupils excluded for fixed-terms or permanently. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the School Policy is administered fairly and consistently.

This Policy is reviewed every year but this may be earlier if the Government introduces new regulations, or if the Governing Body receives recommendations on how the Policy might be improved.