

Clifton Primary School



The Way Forward to Good Behaviour Policy

Summer
2024

Rationale

The intention of this policy is to provide a framework for a happy, secure and orderly environment in which teachers can teach and children can learn and develop to take their place in society as caring and responsible individuals.

This policy is written so that all members of the school community can understand it and apply it both fairly and consistently. All parents and carers are expected to support this policy.

Aims:

Our aims for behaviour are:

- Children will be safe and secure in our care;
- Children can learn and work to their potential within a positive atmosphere;
- Teachers can teach to the best of their ability;
- Children understand right from wrong and the reasons why they are different and develop responsibility for their own actions;
- Children learn independence in order to take their place in the world with confidence;
- To increase self-esteem, self-confidence and self-discipline.

Principles

The principles behind this policy are that all children have a right to learn within a safe and happy environment and that no child has the right to disrupt the learning of others. Teachers have a right to teach as well as they can. The ethos of the school needs to facilitate that to happen. It depends upon the co-operation of everyone and the building of trust and sound relationships between all parties.

Responsibilities

All members of the school community should work towards the aims of the school by:

- Respecting the rights, values and beliefs of the individual
- Providing a well-ordered learning environment with clear expectations
- Positively reinforcing good behaviour
- Rejecting all negative behaviour including bullying and harassment
- Promoting strategies to modify unwanted behaviour
- Caring for and taking a pride in the environment of the school
- Working as a team
- Providing equality of opportunity.

Promoting desirable behaviour means that good behaviour will be recognised and rewarded in a number of different ways:

- Through our award systems
- Sessions during which older children can work with younger ones
- Staff offering guidance to children including praise and encouragement
- Arrangement of collaborative work which fosters good relationships
- Staff being good role models
- Providing a curriculum which fosters and encourages independence

Eliminating unacceptable behaviour includes:

- The provision of clear guidelines on responding to behavioural issues;
- Sanctions as a result of unacceptable behaviour;

- Supervision of pupils at all times;
- Calm and quick response to incidents of bullying or harassment of all kinds;
- Dealing with persistent behavioural problems within the behaviour report, pastoral support plans and special needs procedures;
- Keeping parents informed and expecting them to support the actions of the school.

Promoting care of the environment includes:

- Displaying children's work to enhance the environment and identify that their work is valued;
- Developing the improvement of the fabric of the building
- Involving our school community;
- Adopting appropriate security measures;
- Encouraging our local community to treat our building with respect when we are away from it;
- Encouraging the children to appreciate the building we have and take care of it.

The Leadership Team of the school i.e. Governors and senior members of staff do this by:

- Taking a lead in creating an appropriate ethos for the school;
- Monitoring and recording behaviour throughout the school

Staff of the school do this by:

- Providing a challenging and stimulating curriculum to enable each child to reach high standards;
- Acting on the needs of the individual;
- Being positive role models;
- Having high expectations of conduct and behaviour
- Providing opportunities for children to discuss behaviour;
- Enabling and encouraging children to take responsibility for their behaviour;
- Working as a team with a shared vision.
- Applying this policy consistently

The Children's School Council will do this by:

- Being positive role models;
- Acting on the needs of individuals/groups;
- Responding in a caring way to the needs of others;
- Mentoring children new to the school;
- Meeting regularly to discuss ideas;
- Encouraging children to take a growing responsibility for their actions

Children will do this by:

- Attending school regularly;
- Being at school in good time;
- Being organised;
- Taking a growing responsibility for their behaviour and learning;
- Trying their very best to do the right thing.

Parents will do this by:

- Making sure that children attend school regularly and on time;
- Providing prompt notes / phone calls to explain absence;

- Providing support for the discipline within the school by working with the school when there is a problem;
- Being realistic about expectations and offering encouragement and praise;
- Taking part in discussions with teachers concerning their child;
- Taking an active supporting role eg. Helping children with homework, hearing their child/children read at home, practicing spellings etc.
- Allowing children to take greater responsibility for their actions as they move through the school;
- Accepting a shared responsibility with the school for the conduct of their children.

Restorative Practices

The school has been part of the Restorative Practices project in Hull. The project aims are to encourage good behaviour by directly addressing the cause and effect of bad behaviour. Pupils who have caused harm to others, either verbally or physically, or who have been harmed by some one, are given the chance to meet together to discuss the incident and share their feelings. Restorative Circles, as these sessions are called, can be held with small groups of pupils affected by the incident, or with the whole class to discuss ways forward for improved future behaviour.

Circles are held to enable all pupils to discuss how they feel about a range of issues at home and at school. This is an opportunity for good relationships to be built up within a class group. Other Restorative Circles may be held in response to incidents as they occur.

Procedures

Giving children the opportunity to discuss behaviour includes:

- a discussion about classroom rules whenever the need arises;
- a planned Jigsaw curriculum across the school;
- an awareness of moral and ethical issues and an appreciation of relationships and the feelings of others;
- taking part in 'circle time' opportunities to explore issues about behaviour;
- taking part in formal and informal 'Restorative Circles' to address behaviour issues and incidents;
- taking part in ELSA sessions as required;
- participating in assemblies.

Parents taking part in discussions with a teacher concerning their child includes:

- attending Parents' Evenings where discussions about progress take place;
- informal conversations either over the telephone or face to face in order to inform about acceptable or unacceptable behaviour;
- making and keeping appointments when called upon to do so;
- speaking with the Head Teacher/senior leaders about issues regarding unacceptable behaviour in order to establish a plan to change that behaviour so it becomes acceptable.

Ways Forward

We always try to find a positive way forward that a child will respond to in order to modify their behaviour.

This will include working with parents and children to set realistic targets in terms of behaviour and rewarding when those targets are met and may involve:

- a child being put on a report where this was felt to be appropriate. The report is designed as a positive process to identify the acceptable behaviour each day with built in targets for the child to work towards. This would mean that all aspects of a child's behaviour would be recorded daily for two weeks and discussed with the child at the end of each session. At the end of each day the class teacher will contact parents to let them know how their child has been. At the end of the week, the reports will be analysed to see if there are any patterns. If insufficient progress has been made, further discussions would be held between the Executive Head Teacher/senior leaders, parents and child. The outcome of this may result in the continuation of the report to support the pupil with their behaviour, weekly meetings between the school, pupil and parents or a move to the next stage of the procedure. If there is no improvement in behaviour in the long term then a Pastoral Support Plan will be put in place and a weekly meeting between the Head, staff, parents, external agencies and child will be held. The outcome of these discussions may involve the child being put onto the Special Needs Register for behaviour and/or the school seeking advice from external agencies.
- the intervention of support agencies to work with the school and the child e.g. the School Educational Psychologist, the Pupil Referral Unit, Early Help etc.
- identifying individual behaviour modification programmes for children linked to their personal interests.

It is expected that all of these will include an element of support at home if they are to be successful.

Seclusion:

In emergency and or exceptional circumstances, it may be necessary to allow a child a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This might be used for a child who has reached crisis and or who may place themselves or others in significant danger, if adults don't take control. In this situation, children must be externally monitored by an adult who can see and hear them at all times. Any use of seclusion, that prevents a child from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances where pupils access any form of seclusion, in emergency or exceptional circumstances to maintain safety, parents and carers will be provided with explicit awareness regarding its use. At Clifton Primary School school we seek to ensure that we create an open, transparent and collaborative approach between the school, parents and carers and partner agencies in which to support the child in their best interests.

Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.

The Use of Exclusion

A decision to exclude a child for a fixed period or permanently will be taken:

- In response to incidents which are a serious breach of the school's discipline policy e.g. aggressive behaviour when physical damage is caused to a child or a member of staff, or verbal abuse including swearing, or incidents of an extreme nature including the throwing of equipment.
- When allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When a range of other strategies have been tried and have failed.

These incidents will involve the Executive Headteacher or Head of School contacting parents immediately and possible fixed-term exclusion from the school. Parents will be contacted by telephone if possible and then by letter identifying the reason for the exclusion.

Exclusion is not negotiable and will only be used for severe clause behaviour.

Appendix 1 Expectations and Procedures

Rules

3 school rules are displayed around school and referred to throughout the day.

1. Keep people safe
2. Treat people with respect
3. Aim high

If the rules are broken and warnings have been given, the following procedure will be followed.

Each class will operate a "traffic light" system which is a coloured chart on the classroom wall. Each child has their name on the green light when they enter class in the morning. The aim is for all of the children to stay in green for the whole school day. If a child behaves inappropriately in class, they will be warned about this. If they continue, their name will be moved to the amber light. This is a final warning. If the child's behaviour improves their name will be quickly moved back to the green light. If the child's behaviour continues to be unacceptable and interferes with their own learning and the learning of others their name will be moved to the red light. Clear instructions will be given on what the child needs to do to get back into green.

Contact will be made with the child's parents/carers to inform them of them of any inappropriate behaviour, as it will stand in the way of other children making progress.

If a child continues to disrupt lessons, the Lead Behaviour Professional Teaching assistant, Assistant Head or Executive HeadTeacher or Head of School will be sent for and the child will be taken to work with them. If the child continues to be disruptive their parents will be contacted. If this continues to happen, the Executive HeadTeacher or Head of School will arrange a meeting with parents to discuss possible ways forward.

- All pupils who have been sent out of class will be spoken to by a member of the Senior Leadership Team.

For serious incidents, such as swearing, violent or aggressive behaviour, pupils can be sent out immediately, with their name going straight into red.

Teachers will record these incidents diligently on CPOMS with details of unacceptable behaviour requiring contact with parents. This will enable us to identify possible patterns of behaviour when looking for improvement strategies.

Playtimes

Playtime Rules are as follows:

Speak to people politely.
Play in the safe places.

Keep your hands and feet to yourself – no fighting or play fighting or hurting others. When the whistle is blown, walk into school quietly.

If children break the rules at playtime, a range of strategies may be deployed, dependent upon the error made. These are likely to include a period of 'time out', discussion about the incident with the teacher, Executive HeadTeacher or Head of School. As a result of these strategies, children may be allowed back to play, or they may miss future playtime. Behaviour reports are signed by the staff on duty so that class teachers can see how children have behaved.

Lunchtimes

These procedures were decided during meetings between the Executive HeadTeacher and our lunchtime supervisors.

Aims

- To make lunchtime a calm play period in which children can develop social skills;
- To encourage children to play together in a constructive way;
- To teach children good manners and encourage them to use them.

Good behaviour is to be praised and encouraged by:

1. Be polite to everyone
2. Play in the right places (**not** down the side of the building, behind the hill or in the building)
3. Play in a way which does not include fighting, play-fighting or hurting others.
4. Speak to lunchtime supervisors with respect.
5. Look after playground equipment appropriately.
6. Line up quietly and calmly when waiting for lunch.

If children break the rules this is the procedure:

1. They receive a verbal warning.
2. If the unacceptable behaviour is repeated, a 'lunchtime slip' is issued detailing the incident. These are then delivered to the Assistant Heads/phase leaders at the end of lunchtime. A record is kept of the lunchtime slips. Incidents are followed up by the Emotional and Well-being Teaching Assistant and/or Head of School. Recording begins again each half term and lunchtime slips accumulate over the weeks in each half term.

3. After five such incidents in one half term by a child, a letter is sent home, identifying the unacceptable behaviour and warning parents of the next stage.
4. This may be the loss of playtimes at lunch time or a move to behaviour report.

The exceptions to this procedure are more serious incidents.

- Fighting/physical abuse
- Swearing or abusive language
- Children who leave the premises at lunchtime
- Children who throw food in the dining room

These incidents trigger meetings with parents and may result in a fixed term exclusion from school.

Racist Behaviour

Children who use racist names towards other children will have the details of the incident recorded on CPOMS. The school's behaviour strategies are used to deal with such behaviour.

Bullying Behaviour

Any behaviour regarded as bullying when reported to the Head of School will be dealt with according to the terms of the school Anti-Bullying Policy.

Appendix 2

Rewards

We spend more time giving rewards for acceptable behaviour than imposing sanctions. When children keep the rules, work hard, are helpful etc., they receive rewards for doing so. These take the form of:

- Verbal praise, “well done”, “thank you”, “correct” etc.
- Use of ‘Hooks and Baits’
- Each child is a member of a ‘House’ led by a teacher. House points are awarded for good behaviour, progress and hard work. Each child earns these points for their House. Every week the points are counted and the House with the most house points at the end of every half term receives a reward.
- Classes work for Headteacher Gold Awards. These can be earned for team efforts eg. class targets, playground lining up, assembly behaviour, etc. Classes that earn over 30 rewards each term receive a treat..
- Certificates, bookmarks, stickers,
- Letters home etc. can be earned for good work, good behaviour and having a good attitude to work and others at any time by any child.
- Two children from each class have their names entered into the Gold Book each week for extra effort in stated areas, such as progress in reading, skills in science or good manners etc. Their names are read out in Friday’s celebration assembly. They also have the opportunity to win a prize each month.
- One child from each class is nominated as a Superstar of the Week. They receive a certificate and a verbal accolade from their teacher in Celebration Assembly. A Superstar of the Month is chosen and receives a prize.

Care and Control Guidelines

These guidelines are followed by all members of staff. They were written with reference to Section 550A of the Education Act 1996. Please also refer to the school’s Physical Intervention Policy 2019.

Physical Contact

- Staff should respond to children in their care in a way that makes the children feel safe, comfortable and valued.
- Staff should provide comfort to ease a child’s distress.
- If it is known that a child is not comfortable with physical contact, it should not be used.
- Physical contact should not respond to or arouse sexual expectations or feelings.

Physical Restraint (DfEE Circular 07/13)

Physical restraint is only permissible in circumstances where pupils are:

- At risk because of their own actions;
- At risk because of the actions of other children, or risking the safety of others by their actions;

- At risk due to significant damage to property;
- Behaving in a way that is compromising good order and discipline.

Situations which fall into these categories include:

- If a pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in deliberate damage/vandalism to property;
- Pupils are at risk of causing injury or damage by accident, rough play or a misuse of materials or objects;
- Pupils running in a corridor or on a stairway where an accident could be caused;
- A pupil absconds from class or tries to leave the school premises;
- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson

Any incident of restraint must be recorded on the behaviour incident sheet.

Application of Restraint (DfEE Circular 07/13)

This can take several forms. It might involve staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing or pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back

