



**Christopher Reeves  
Living Our Values**

**BEHAVIOUR and DISCIPLINE POLICY**

Christopher Reeves VA Primary School.  
Hinwick Road, Podington

**November 2017**

**Date of next review: November 2019**

**Responsibility: Whole Governing Body**

# **CHRISTOPHER REEVES C of E VA PRIMARY SCHOOL**

## **BEHAVIOUR AND DISCIPLINE POLICY**

### **1 PRINCIPLES**

Christopher Reeves Church of England (VA) Primary School is a Christian community and as such believes that all members of its community are of equal and invaluable worth. All have the right to respect and tolerance from others and equally, are responsible for treating others with that same respect and tolerance.

The School Behaviour Policy is designed to achieve these aims. Consistency of expectation and rewards and sanctions are vital to achieve a safe, secure and happy environment where all members can achieve their potential.

We are a **VALUES BASED** school and everything we do is underpinned by the teaching of 11 agreed Christian Values over a two year rolling programme. These values are chosen by the school community and reviewed regularly to ensure they meet the needs of our children and the context we work in. Our Values form the framework for our themes both in lessons and in our daily interactions with others as well as creating a framework for our daily Collective Worship. As a church school, explicit links are made to how these values relate to the teachings of the Bible.

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We seek to create a caring, learning environment in the school by:

- modelling and promoting positive relationships based on mutual respect
- ensuring fairness of treatment for all, understanding that 'fair' is not always synonymous with 'same', and that some pupils require additional support
- encouraging consistency of rewards and sanctions across the school
- providing a safe environment free from disruption, violence, bullying and harassment
- encouraging a positive relationship with pupils, parents and carers to involve them in our Values work and seek their support when potential issues arise
- building self-esteem and developing confidence in all children

**In our school each person is of equal worth. Members of staff have a responsibility to act as role models and are required to behave with courtesy, consideration and respect for children at all times; shouting at, or humiliating children is unproductive and unacceptable.**

### **2 PRACTICE**

**Children are taught to:**

- have respect for themselves and others
- have respect for the school buildings and local environment
- move about the school in a safe and orderly manner
- be punctual for registration, lessons and other commitments
- be prepared and equipped for lessons and the school day

### **Staff are required to:**

- **Be fair but firm**
- Always **refer to our values**
- Always **label the behaviour** not the child i.e. “that was an unkind thing to do” not “You are an unkind person”
- Use the **language of choice** i.e. “You have a choice....”, “Are you making the right choice?”, or “you have chosen not to follow this rule therefore I have to.....”. This means that it is not the adult imposing the sanction, but the child begins to realise he/she has a responsibility to behave well.
- Make sure that the child has **time to reflect** on what he/she has done. (This could be done by giving a sheet of paper for the child to draw or write a target for themselves.)
- **Treat all children equally**, i.e. sanctions should apply to all children who have misbehaved regardless of whether they normally behave well or would find it more difficult to conform
- When behaviour is non-violent and non-abusive, staff should employ the **Restorative Thinking** process which gives pupils ownership of the situation, encouraging constructive dialogue, empathy, resilience, and problem solving skills
- **Be sensitive** to a child who is feeling scared/embarrassed
- **Think carefully about body language and tone of voice before approaching a child who is feeling stressed or upset** (always approach from the side, speak quietly and calmly do not wag fingers, get down to their level). **It is often best to wait until the child is no longer in a state of arousal before trying to discuss the incident calmly with them.**
- **Do not take the child’s behaviour personally**

### **The role of parents:**

Parents have a vital role in promoting good behaviour in school, and effective home-school liaison is important. The school has the right to expect that parents will give their full support in dealing with their child’s behaviour. This parent partnership is enshrined in the Home School Agreement, which parents and teachers are asked to sign to indicate their support for the school’s aims. Within this, we encourage parents:

- To keep us informed of behaviour difficulties that they may be experiencing at home
- To inform us of any trauma that may affect their child’s performance or behaviour at school
- To inform us of any ill health and any absences connected with it

### **The role of the school:**

- To promote a positive and welcoming environment within the school
- To give parents regular positive and constructive comments on their child’s work and behaviour
- To encourage parents to come into school for formal and informal occasions
- To keep parents informed of school activities by letters etc
- To maintain effective induction arrangements for new parents
- To inform parents at an early stage in any disciplinary arrangements
- To survey parents for their views on communication and pastoral systems

### **3 REWARDS and SANCTIONS**

#### ***Children thrive on praise and rewards.***

In our school we have a range of reward systems in place that support our positive values-based climate.

#### **Celebration Assemblies**

Children from each class are selected to receive praise certificates in Celebration Assembly every Friday, and these are recorded in 'The Golden Book'. The children's awards are subsequently named in a whole school Newsletter. We award certificates for a wide range of achievements including those which refer explicitly to the values that the child has shown during the week- e.g. Quality in their work for a piece of excellent writing, perseverance when something has proved difficult in Maths and they have not given up on a problem, and co-operation when they have worked with others to achieve something as a group.

In this weekly assembly we also celebrate achievements that children have done outside of school - sports, dance, clubs and other activities.

#### **In class**

During lessons ongoing praise and positive verbal and feedback is used regularly to motivate children. Each class teacher uses short term reward systems as appropriate to the age and stage of pupils.

Staff will be specific about the behaviour they are rewarding so pupils are clear about how they and their peers are demonstrating positive behaviours. Staff also refer to our Values at all times- ie "well done for living our values" or "are you living our values?"

#### **The Traffic Light System**

Whilst the school focuses on positive reinforcement, we want to ensure there is a parallel BEHAVIOUR MANAGEMENT system that is consistent across the school.

#### **PRIVILEGE**

The main focus of this system is to reward children who show consistently good behaviour.

- Pupils can earn Merit Points for positive behaviour (including behaviour for learning & high quality work)
- Merit Points build up over a term
- Merit Points can be exchanged for items from the Merit Shop at the end of each term

The system is also designed to support those children who make poor behaviour choices to recognise and address these.

#### **GREEN**

- All children start each day on 'Green'
- 'Green behaviour' can be a shortcut / reminder term for children
- Display 'Green' behaviours clearly ("Golden Rules")
- Warnings given if not showing Green behaviour
  1. Whole Class – 'make sure everyone is sitting in their space'
  2. Name individual – 'Pat, sit in your space please'
  3. Final warning – 'Pat, this is your final warning. To stay on Green you need to come and sit in your space, thank you.'

## AMBER

- 'Amber' is an internal classroom warning – it does not need to be reported
- Children can get back to 'Green' if they show consistent 'Green behaviour', (If appropriate, give encouragement along the way, 'Pat, I can see you are following your instructions brilliantly now. Keep this up and you will back on Green by playtime.')
- Display 'Amber' checklist (Are you following your instruction? Are you showing respect? Have you learned from your mistake?)
- Warnings given if poor behaviour persists
  1. First warning – 'Pat, to get back to Green, you need to...'
  2. Second warning – 'Pat, you are on Amber to give you a chance to make the right choices. If you (do that again / continue to...) you will go to Red and miss your playtime.'

## RED

- 'Red' may be the result of persisting with low level poor behaviour despite warnings
- A pupil may go straight to 'Red' if they are violent or verbally abusive towards others (NB certain high profile children may need an exception around the verbal outbursts & professional judgement must be used)
- 'Red' signals an external sanction
  - **Explain** 'I have given you all your warnings and you have not followed your instructions. You need to pay a consequence'
  - **Miss playtime** / lunchtime play, spend it outside Staffroom
  - **Record** in a 'Missed Playtime' book; supervising teacher can talk to pupil – how successfully are they learning from their mistakes?
  - **Parents informed** at end of day, verbally by teacher (or TA in charge on PPA afternoons); depending on level of seriousness this may also be accompanied by a letter handed to the parent with a verbal explanation
  - If a pupil has had 3 x 'Red' incidents in a half term, a further letter goes home to parents

### At lunchtimes

Midday Supervisors celebrate good mealtime behaviour through verbal praise, whole school progress along 'the rainbow' towards a 'pot of gold' (which is rewarded by a trip to the park) as well as Lunchtime Behaviour Stars of the Week – children selected to receive a certificate and trophy held at home for a week.

Children are provided with purposeful playground resources, and one member of the supervising staff is specifically tasked with encouraging children to engage in play, targeting especially those who find unstructured time challenging. The MDSA team will also use Restorative Thinking techniques and if absolutely necessary, use the Traffic Light System to ensure consistency of approach.

## **4 MANAGING COMPLEXITIES**

### **Managing children with challenging behaviour**

Some children find it more difficult to behave at school, and need more intensive support to achieve similar behaviour to their peers.

Sometimes teachers will issue children with an additional reward system (e.g. collecting stickers or daily certificates) to allow children to achieve rewards in 'bitesize chunks'. On these occasions, parents are involved to provide the interim rewards, to help the school maintain a transparent consistency of rewarding all children, i.e. those who display challenging behaviour are not overtly rewarded in front of other children who show consistently positive behaviour.

When a child's behaviour is very challenging we are aware that this can sometimes be due to underlying conditions which may or may not have been diagnosed, e.g. ADHD (Attention Deficit Hyperactivity Disorder), ASD (Autistic Spectrum Disorders) Anxiety or Attachment conditions. We work closely with parents in the first instance and if IEPs (individual education plans) and early interventions from staff are not improving a child's behaviour, we contact Local Authority's Early Help Team who can direct us to services for more specialist help, e.g. Parenting Support, Behaviour Support, the Autistic Spectrum Advisory team, the Educational Psychology team and Child and Mental Health Services (CAMHS).

The school works within and is supported by Bedford Borough's Behaviour Strategy – please see Appendix 1.

### **Managing Risk**

In some instances, where a child's behaviour is deemed to be a risk to their own or other children's safety, the Head Teacher and parents will agree and complete a Risk Assessment. This may also include a discussion of proportionate use of restraint.

See Appendix 2 for a copy of the Risk Assessment for Pupils with Challenging Behaviour.

### **Use of Restraint**

Restraint will ONLY be used when a pupil's behaviour is a risk to themselves or to other children, in a situation where the other children cannot be removed from the immediate danger. In these rare instances ONLY TRAINED STAFF MEMBERS will employ approved restraint techniques, and this will always involve a minimum of two staff members. Following any incident of restraint, the staff members will complete the appropriate paperwork to record the incident, and parents will be informed at the earliest opportunity.

### **TRAINING**

It is vital that our staff are trained to deal with challenging behaviour and this is done through appropriate professional development using expertise from both in and outside the school. We have links with St John's Special School and Bedford Borough Behaviour specialists to ensure we can access appropriate and high quality CPD opportunities.

## 5 MONITORING, RECORDING AND REPORTING BEHAVIOUR ISSUES

It is not only unmanageable but also unnecessary to record every incident that happens. However it is important and helpful to record incidents of aggressive, repetitive, inappropriate or unacceptable behaviour so a) that the staff and Governors can monitor any emerging patterns and b) identify whether a child is in need of further support or referral . A behaviour log is stored securely in the Head Teacher's office.

Incidents are recorded on an 'ABC' form which details:

- **Antecedent** (a description of the context – e.g. 'pupils were lining up for PE')
- **Behaviour observed** and
- **Consequence** (what happened as a result of the behaviour)

**It is important to record only facts and not rely on what others saw therefore the person witnessing the incident should be the one to record this.** The form is handed to the Head Teacher / Senior Teacher for action and filing in the Behaviour Log.

Staff also report minor incidents to the Head Teacher / SENDCo as they occur. In this way both the Head Teacher and other staff can be made aware of low level issues before they escalate and this will ensure that a consistent approach to dealing with the behaviour can be used by all adults. It also helps the school to respond to parents who may raise an issue with the Head Teacher. Governors also monitor behaviour in the school and exclusions and bullying incidents through termly governors meetings, reports from the Head Teacher and visits to the school.

Serious or repetitive incidents of behaviour recorded using this system is transferred periodically to the Behaviour module on our SIMs pupil database. Comments recorded in here over time are a useful piece of evidence to help gain additional funding to support a child with social or emotional needs, and may even be used to support the case for statutory assessment. The data is analysed both by the Senior Leadership team and by the Governors and identifies what has worked well, and what training needs there might be for staff.

## 6 EXCLUSION

### Internal Exclusion

When a child has continued to ignore the series of warnings (as above) or has behaved in an unacceptable way, the class teacher may choose to remove the child from the group or rest of the class (where he/she has an audience) and allow the rest of the lesson to continue undisturbed. If a child's behaviour is affecting the learning environment it is important that disruption to the learning environment is minimized. It should not be necessary to remove the child from the room unless there is a serious issue which is affecting the other children. In most cases, the period of exclusion should be calculated as 1 minute for every year of their age. Once the sanction has been completed the child may rejoin the class/group and the staff will ask if the child is ready to return and carry on learning.

In more serious cases, where a child has not responded to previous sanctions and continues to disrupt their own and others' learning, the child may have an internal exclusion for the

duration of a school session (ie a morning or afternoon). Parents will be informed, the pupil will be provided with a short 1:1 input and learning tasks to be completed during the session. ***NB: Internal Exclusion should only be used as a last resort and for a specified short period of time, except in exceptional cases where a child might need to work apart from their peers because they are so disruptive that the learning cannot continue while they remain in class. If a child is sent out of class they will be supervised at all times.***

### **Fixed Term Exclusion**

Only the Head Teacher or, in her absence, the Senior Teacher or a senior member of the teaching staff acting with the Head Teacher's authority, can exclude a child from school.

**A decision to exclude a student will be taken only if:**

- **there has been a serious breach of the school's behaviour policy or**
- **allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school or**
- **anything has happened which may bring the school into disrepute**

### **Permanent Exclusion**

Permanent exclusion is the last resort after a range of measures have been tried to improve the pupil's behaviour. Any child identified as being at risk of permanent or fixed period exclusion will first be referred to additional or alternative provision to meet their individual needs.

In the case of fixed-term and permanent exclusions, the Head Teacher will follow the procedure and timescales as advised by the LA and the most recent statutory Government guidance: *The School Discipline (Pupil Exclusions and Reviews)(England) Regulations 2012*

### **CHILD PROTECTION**

The school works very closely with parents to support children in every way possible. However, the Children's Act (2004), the Prevent Duty (2015) and Keeping Children Safe in Education (2016), places clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

Consequently if concerns are raised within school, or a situation involving possible abuse is reported to us we would not be able to guarantee confidentiality. In such cases the information would have to be referred to the appropriate agencies following the guidance in our Safeguarding and Child Protection Policy.

Parents' views on the effectiveness of our behaviour management are sought in the Annual Parental Questionnaire. Pupils' views are gathered through our Student Voice mechanism of the School Council. This policy will be reviewed regularly by staff and Governors every two years unless there is a pressing need to address.

Signed .....Head Teacher

.....Chair of Governors

Date November 2017