



BEHAVIOUR POLICY

Review Date: Autumn 2024

Next Review: Autumn 2027

Our Vision:

To support and promote the development of the whole child with learning journey that leads every child to be the best they can be, from all starting points, and ready for the next phase in their education.

Our Aims:

<p>Successful</p> <p><i>High expectations and ready to move on in your learning.</i></p>	<p>Healthy & Safe</p> <p><i>Learn how to keep ourselves and others healthy and safe in and out of school.</i></p>	<p>Identify</p> <p><i>Learning about ourselves and our community. Understanding our place.</i></p>	<p>Nurtured</p> <p><i>Feeling supported and being able to support others. Knowing how and where to get help.</i></p>	<p>Engaged</p> <p><i>Excited and involved during learning. Make the most of opportunities in and out of school.</i></p>
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This Policy sets out the behaviour procedures at Curwen Primary School. The School’s Local Advisory Board is responsible to ensure the policy continues to provide clear guidance and advice to the Executive Head Teacher and especially in regard to:

- (a) Screening and searching pupils.
- (b) The power to use reasonable force and other physical contact.
- (c) The power to discipline beyond the school gate.
- (d) Pastoral care for staff accused of misconduct.
- (e) When a multi-agency assessment should be considered for the display of continuous disruptive behaviour.

Rationale

Our school ethos of **Respect** and **SHINE aims** are encouraged through recognition of the following rights and responsibilities:

- (a) The right to learn and the responsibility to assist others with learning.
- (b) The right to be treated with courtesy and respect and the responsibility to treat others in the same way.
- (c) The right to be listened to and the responsibility to listen to others.
- (d) The right to be treated fairly and the responsibility to treat others fairly
- (e) The right to feel safe and protected and the responsibility to ensure the safety and protection of yourself and others.
- (f) The right to be respected and the responsibility to respect others.

Aims

The principle aims of this policy are:

1. To establish and promote clarity and consistency of approach in behaviour management throughout the school. This will be based upon a set of agreed school rules.
2. To promote and celebrate positive behaviour that encourages good citizenship within the school and wider community.
3. To address negative behaviour in a way that encourages time to reflect, discourages its repetition and encourages good behaviour.

It is vital all staff support these aims and are consistent in their behaviour management. Staff development and support are key in this. It is also vital we work in partnership with parents, carers and any necessary agencies.

It is recommended that this policy is read alongside our Anti-Bullying Policy.

Promoting this Policy

The policy is on our website and publicised in our newsletter at the beginning of each school year. The key points of the policy are discussed at Year Group 'Welcome' meetings held each September and included in the school prospectus. New staff are shown the policy as part of their induction. We provide the school rules on our Information Leaflet for visitors, volunteers and agency staff.

School Rules

These are widely displayed across the whole school and regularly shared with pupils and staff. They are discussed in class, assemblies and whenever the need arises.

We will t**R**y our best

*(be **innovative**, strive for success and stay on task)*

We will b**E** kind and helpful

*(show **empathy** and look after each other)*

We will be **S**ensible and polite

*(make good choices and use our manners when we **communicate**)*

We will look after **P**roperty

*(work as a **team** to look after equipment)*

We will list**E**n to others

*(show good **leadership** by showing patience and hearing others' views)*

We will be **C**aring and gentle

*(**reflect** on how we take care of ourselves and others)*

We will be honest

*(be **resilient** and truthful, taking responsibility for our actions)*

These rules are embedded throughout the school and extended day and both in and out of school, such as on educational visits and sporting events. All staff, whether teachers, support staff, lunchtime supervisors or office staff are responsible for ensuring children are following these.

Behaviour Strategies

Promoting Positive Behaviour

Positive behaviour is reinforced through:

- Golden time or additional playtime
- Gold star badges
- Team tokens
- Special treats for the winning Team each term
- Stickers
- Visiting members of SMT
- Staying on green in the traffic lights or moving to the gold star to SHINE
- Stars that SHINE assembly each week
- Celebration Assemblies and newsletters
- Staff members leading by example
- Children given opportunities to make sensible choices
- Children given roles and leadership responsibilities
- Children given opportunities to work independently
- The yearly report which records behaviour, attitudes and teacher comments
- Children given the opportunity to represent the school in the wider community

See the Rewards and Sanctions Poster Appendix A.

Teams

We have four teams throughout the school with equal numbers of children in each and with an equitable age and gender balance. All staff are also allocated to a team; this adds to building a Curwen Community. Presently, the teams are named after famous authors; they might be renamed in the future to ensure pupils' enthusiasm is maintained. Children joining the school are allocated to one of these teams upon their arrival. Children are given tokens by staff for good work, appropriate behaviour, helpfulness, showing the Curwen Core Skills or other actions considered deserving of reward. Pupils then place the tokens in see-through tubes that are displayed in each key phase. There are blue tokens that represent 1 point. We have yellow tokens that represent 10 points; these are known as Golden Tokens. Children are responsible for the weekly totalling of the points with a member of SMT. The winning team is named in whole school assembly at the end of each week. The winners are named in the weekly newsletter and displayed by the token tubes. The overall winning team for each term receives a special treat such as a party or movie afternoon.

The Traffic Light System

The 'Traffic Light' system functions in each of the classes. Children's name cards are located on a green background at the start of each day. This represents a 'fresh start' for all. Children will remain on the 'green light' if they do not misbehave. Misdemeanours result in one verbal warning prior to transition to 'amber'. Once on amber, children have the opportunity to redeem themselves by making good choices and being moved back onto green. However, if they are on amber and their negative behaviour continues, their name will go onto red. Serious incidents may result in

immediate transition to the red 'light'. Children on 'red' by lunchtime are sent to the Afternoon Restart Room on that day. A child on 'red' towards the end of an afternoon will be obliged to attend the afternoon Restart session the following day, rather than attending for a reduced period of time on the same day.

Whilst we follow this system, if a child repeatedly moves from amber to green over a session, the teacher will intervene and deal with this matter. For example, they may involve the Year Group Leader or member of SMT.

Teachers can use their discretion in moving children to SHINE on the Gold Star above the traffic lights for such things as exceptional behaviour, good work, manners, helpfulness, kindness etc. On Fridays, all children whose names have not left the green for the entire week are given a 'gold star' badge to wear for the day. Golden time rewards children who get their gold star badge. This may involve a chance for a treat, to play a game or to have extra playtime.

A poster of behaviour rewards and sanctions is displayed in each class close to the traffic lights.

In the Playground

In the playground, the traffic light system continues to be used. Sometimes children are banned from a particular game or activity for a session. If the behaviour persists, they may be moved up the traffic lights and sent to Lunch Time Restart. Here they reflect on their behaviour with one of the Pastoral Officers. Children demonstrating good behaviour can move their name onto the Gold Star.

We involve pupils supporting others by having Peer Mentors, Sports Leaders and HeadStart Champions in the playground.

Restart

Records of children sent to Restart are kept (1) daily by Pastoral Officers in the Restart book and on the school's online system and (2) on an Excel spreadsheet by a member of Office Staff. The latter is shared with all teachers.

Children sent to the Restart Area spend time reflecting on what happened and how they could have avoided being moved to red. They complete a reflection booklet based on this and are encouraged to reflect on the school rules and how they can improve their behaviour in future. The amount of support needed depends on the age and maturity of each pupil. The rule they have broken is kept on the child's record for consultation pending a subsequent visit. Children are generally in the Restart Area for around one hour, after which they return to class. Young children or those with SEND may visit Restart for a shorter period of time and may talk through the reflection booklet or school rules. This depends on stage and not age. A letter informing the child's parents / guardians is sent home following a Restart visit.

Children with Special Educational Needs are not automatically put on this procedure; any negative behaviour is looked at and dealt with on an individual basis. This may involve the use of a reward chart, or a meeting with parents to discuss strategies.

Children sent to Restart three times in one half - term will be put on School Report and debarred from participating in school clubs for one week. Parents are informed that their child will be placed on report and a meeting usually takes place between the parent and a member of staff to explain the report process. We set a mutual target and reward, so children see home and school working together. Their behaviour is then monitored throughout the day by the class teacher and the record of this shown to a member of the SMT for signature and discussion on behaviour. Children stay on

report until their behaviour improves, and receive regular support from the Pastoral Team to ensure they are able to achieve this.

If a child does not revisit Restart for a period of two weeks, a message of commendation is sent to the child's parents/guardians.

Lunchtime Restart

Lunchtime Restart is for children sent there by an adult for poor behaviour at lunchtime or playtime. Children sent to lunchtime Restart three times in one half-term may be put on School Report or have reduced playtimes or be debarred from participating in school clubs for a period of time. Children may also choose to visit Restart at lunchtime as a quiet space to complete activities, or may sit there with friends if not able to play outside for a medical reason.

Visits to lunchtime Restart will also be recorded in the Restart book and school's online system and a letter may be sent home.

For further information please see Appendix B.

Movement around the School

Children need to be reminded that playtime ends with the blowing of the whistle and learning time begins from then. This needs to be reflected in behaviour and levels of noise and is to be implemented by all staff.

In Key Stage 2 children are discouraged from going to the toilet during lessons unless there is an emergency or they have a medical condition. For KS1 pupils, staff keep a close eye on who is leaving the classroom and for what reason; we try to keep visits to the toilet to a minimum. Without exception all children are either in the classroom or under supervision during school time.

Screening, searching and confiscation

School staff may search pupils for a range of items. These include: knives, weapons, alcohol, illegal drugs, stolen goods, mobile phones and any other item deemed to be harmful or detrimental to the school for any reason.

The Executive Head Teacher, and staff authorised by him, may search pupils or their possessions, if they have reason to suspect the pupil may be in possession of one or more of the above items.

If any banned items are discovered they may be seized by the school and parents notified.

The use of reasonable force

School staff can use reasonable force to prevent damage or injury to the child or another person. At Curwen Primary School many of the staff have completed training in 'Positive Handling', 'Team Teach' to address the issue of using reasonable force as and when necessary.

If a member of staff is accused of using excessive force, their suspension will by no means be automatic and all staff that use force will be fully supported by senior colleagues pending the outcome of the appropriate procedures.

The Role of Adults in the School

All adults working or helping in the school work as a team to maintain and encourage good behaviour from the children. This can be achieved by:

- All adults addressing any behaviour issues anywhere in the school at all times

- Ensuring that all children are properly supervised at all times
- Ensuring a visible presence by SMT and the Pastoral Team before, during and after school and at lunchtime
- Pre-empting poor behaviour by planning for specific times or situations when poor behaviour might occur
- Being a good role model and being consistent and fair in the management of behaviour and the awarding of rewards and sanctions
- Providing work that is appropriately differentiated, challenging and stimulating
- Working towards raising the self-esteem of all pupils
- Providing opportunities for children to reflect on their behaviour and be able to make informed choices

Use of External Specialists

To support our curriculum offer, we value the use of external specialists and visitors to educate children about keeping safe in the wider community e.g. police, gangs, youth workers.

If there are concerns or issues with particular children or groups of children whose needs we are not able to meet through our usual behaviour management systems then external specialist support may be sought.

Discipline beyond the school gate

Staff are made aware that they can discipline pupils off-site when they are:

- taking part in a school activity
- travelling to or from school
- wearing school uniform
- identifiable as a pupil of the school in any other way
- posing a threat to another pupil or member of the public
- doing something that may affect the school's reputation

In extreme cases the police may need to be called by a member of staff.

Suitable interventions will be put in place at the time. Further discussion and actions may need to be carried out at the next available opportunity at school.

Children at Risk of Exclusion

There may be times when children need additional measures to support their behaviour. These pupils will be mentioned at half-termly Vulnerable Children Meetings and weekly Safeguarding meetings, where the issue and possible solutions are discussed. These may include:

- engagement with parents, including offering support through local services such as the Positive Parenting Programme (Triple P), Fearless Parenting or Stepping Stones
- allocation of key workers (generally a member of the Pastoral Team)
- implementation of a Pastoral Support Plan
- working in partnership with other agencies such as Educational Mental Health Practitioner, Behaviour Support Services, Educational Welfare Officer and Social Services
- placement in Primary Learning Support Unit
- placement with Reintegration into Education Team

If a child is persistently showing negative behaviour, the school will involve parents / carers and the child to discuss strategies to help improve behaviour. This will initially be in-school support such as use of reward charts and Zones of Regulation, intervention groups and / or support from the Pastoral Team, signposting the child to the Pastoral Team and avoiding triggers; the emphasis is on home and school working together to find things that work for that child. Sometimes we refer

children to our Art Therapy or Music Therapy service where they will receive weekly counselling. Often, we will also signpost parents and carers to support networks and workshops or courses in parenting and promoting positive behaviour. If strategies still do not work, we will seek advice from agencies such as Behaviour Support Service. We also offer families support from our Early Mental Health Practitioner.

Managed Moves to Another School

There are circumstances that might lead to a managed move if this is considered to be in the best interests of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils at risk of exclusion and as a viable alternative to permanent exclusion.

Exclusions

Fixed term and permanent exclusions follow the guidance set out in the government document 'Improving Behaviour and Guidance on Exclusion From Schools and Pupil Referral Units' and may normally only be undertaken by the EHT. In the absence of the EHT, the Head of School will proceed with exclusions.

The decision to exclude a pupil for a fixed term may be arrived at in consequence of persistent breaches of this behaviour policy and the school rules. In such instances lesser sanctions would be considered inappropriate or ineffective, while permanent exclusion would be deemed excessive or unnecessary.

Permanent exclusion is a serious matter and will usually represent the culmination of ongoing patterns of behaviour unmodified by a range of appropriate support measures. This measure will only be implemented:

- a) in response to serious breaches of the school's behaviour policy; or
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

Children supporting each other

We place a strong emphasis on children being responsible for themselves and their peers. This is achieved through:

- a buddy system
- our peer mentors and other student leaders
- pupil-led 'Chill and Chat' sessions supervised by the Pastoral Team
- circle time and PSHE lessons
- key worker staff on the Pastoral Team

Two children from each class are chosen to be buddies and their role is to support mid-phase pupils settle more easily.

At the start of each year children apply for the role of a Peer Mentor and other student leader roles. A Peer Mentor supports the Lunchtime Supervisors in the playground to help children play together and involve children who are reluctant or alone.

Pupils are also trained to offer 'Chill and Chat' sessions at lunchtimes. This is when older children listen to concerns, problems or worries and help to find solutions. This is conducted under the supervision of a member of the Pastoral Team who can support if needed.

Review of policy

This policy will be reviewed regularly to ensure that the Behaviour Strategies are relevant and up to date, or any time there is an update or change to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding behaviour at school.