



# **Behaviour Policy**

## **March 2019**

<b>Ratified by Governors</b>	<b>12/03/2019</b>
<b>Reviewed</b>	<b>12/03/2019</b>
<b>Next review</b>	<b>12/03/2021</b>

At Cecil Road Primary and Nursery School we believe that good behaviour is the key to learning. We work to create an environment where everyone feels valued, safe and motivated to learn.

We aim to model positive behaviours at all times and encourage the children to achieve their best through positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration.

### **Rights and Responsibilities**

Everyone has the responsibility to ensure that Cecil Road Primary and Nursery School is a safe place in which to learn, work and play.

- Children have the right to work, learn and play in a friendly and safe school.
- Teachers and staff have the right to teach and work in a friendly and safe school.
- Parents and Carers have the right to feel welcome and know that their children are learning, working and playing in a friendly and safe school.

### **School Rules**

Our school rules are on display around the school and are in every classroom. They are regularly referred to in assemblies and throughout the school day. They support the understanding of the behaviour expected within the school.

- We listen to others.
- We look after our school and everything in it.
- We always try our best.
- We have kind hands, kind feet and use kind words.
- We move quietly and calmly around our school.

### **Positive Behaviour Management**

At Cecil Road Primary and Nursery School we believe we have a responsibility to help children understand that they have to make the right choices about how to behave and help them develop the strategies to make appropriate choices.

We believe that children's well-being is very important to their learning. We try to find every opportunity to praise and encourage children and promote their self-worth and self-esteem.

The steps in our Behaviour Policy are a guide and may not work or be appropriate for every child.

We have a number of reward systems in place within the school that recognises and values positive behaviour. The rewards system is altered to suit the needs of the pupils in our early years in both Nursery and Reception.

- Star of the Day
- Green Award
- House Point System
- Values Assembly

### Star of the Day

Every day children will have the chance to become the 'Star of the Day' where outstanding achievements, effort or acts of kindness to others will be celebrated and recorded on the daily star board. Children who excel and are on the board twice will be presented with a certificate to be taken home to share with parents/carers.

### Green Award

Staff work to promote the importance of staying on the green traffic light every day. Children are reminded about what 'good' behaviour looks like and traffic lights showing the clear expectations of school behaviour are displayed in every class. Children who stay on the green traffic light in their classroom showing good behaviour for the week are rewarded on a Friday with a green sticker. At the end of each term if a green sticker has been awarded every Friday a postcard is sent home congratulating the child on their outstanding behaviour.

### House Point System

Every child in Cecil Road Primary School belongs to a house. Being in a house means that the children belong to a community within the school where they work together and receive awards for their efforts. Within each class children can earn housepoints for outstanding pieces of work which are collated and added to an overall total in the school. The winning house in the school each week is rewarded by extra time using play/sports equipment at lunch/playtime. The overall winning house each term is then rewarded. At the end of the school year the overall winning house is rewarded with a trip/activity. The houses are also used for sporting events and other activities that take place in school.

### Values Assembly

At Cecil Road Primary School we believe in a creative curriculum that develops the whole child as an independent, confident learner who is resilient and not afraid of making mistakes. Throughout school life we work together in a respectful and cooperative partnership and develop a culture that is driven by our 5 Core Values. These 5 Core Values are represented on the school badge and everyone at our school models these values within our curriculum and community.

Our 5 core values are:

- Commitment** – Always working hard and trying our best
- Creativity** – Using what we know to create something new
- Courage** – Being able to take risks and try new ideas
- Cooperation** – Taking turns, sharing and working together
- Compassion** – Caring about others, treating them with kindness and helping each other

Each term we focus on 1 Core Value and children are recognised for their achievements within this value in our weekly assembly.

### **Stay On Green – Traffic Lights System**

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That a system is integrated into daily teaching in order to promote positive behaviour and effective behaviour management.
- Pupils who consistently follow the rules are noticed and rewarded.

Every classroom in the school has a visual traffic light system on display. The traffic lights are a visual aid that allows the children the opportunity to make the choice about their behaviour. It allows for time for reflection and for time to be given back to the teacher for unacceptable behaviour. The children all start every day and every session on a fresh start – green. If a child behaves in an unacceptable way then they are given a verbal warning and a chance to make a choice to change their behaviour. If the child continues to make the wrong choice there is a system of consequences:

After a verbal warning – the child's name will be moved to a blue square and they will have to give back 1 minute at the end of the lesson.

After a second choice of making the wrong decision the child's name will be moved to the 2<sup>nd</sup> blue square and they will have to give back 2 minutes of their time for reflection at the end of the lesson.

After a third choice of making the wrong decision- the child's name will be moved to the 3<sup>rd</sup> blue square and they will have to give back 3 minutes of their time for reflection at the end of the lesson.

Within this period (1, 2 and 3 warnings) the children displaying good positive behaviours can earn all or some of this time back.

If a child continues to make the wrong choices - the child's name will be moved to the amber traffic light and they will have to give back 5 minutes of their time for reflection at the end of the lesson. This time cannot be earned back.

All the above time that is given back takes place in the classroom with the teacher.

If a child continues to make the wrong choice and is already on amber they will be moved to the red traffic light – this means that the child has been unable to make the right decision and has not behaved appropriately in class then they will give back 10 minutes of their own after the session. This will take place in a room with a timetabled member of staff after each session as follows:

1. If a child reaches the red traffic light before morning break – 10 minutes at the start of break time.
2. If a child reaches the red traffic light between morning break and lunchtime – 10 minutes at the start of lunchtime.
3. If an incident occurs during the lunchtime, it is the Duty Manager who is to take the appropriate and necessary steps in consequences including reflection time (for maximum of 10 minutes) if needed.
4. If a child reaches the red traffic light after lunch and before home time –  
KS1 10 minutes from 3.15pm

- KS2 10 minutes after school from 3.30pm to 3.40pm. If a child is staying parents will be notified before the end of the school day.

We strongly believe that our children should be given the chance to make the right choice after reflection upon their behaviour, therefore every session and every day is seen as a fresh start and every child starts on green again.

If a child repeatedly makes the wrong choices and reaches the red traffic light more than three times in a week then a member of the Senior Leadership Team will become involved. The child will receive a supported target sheet where their behaviour is recorded and the child has the chance to earn points in class for good behaviour. Parents will be informed of the situation and the child will report back to the Senior Leadership Team at the end of the school day. At the end of 5 days there will be a reflection meeting with the child and the Senior Leadership Team and there will be a decision as to whether the child needs to continue using the supported target sheet. Parents will again be notified of the decision. Should the behaviour have not improved then a meeting will be called with the Senior Leadership Team and SEN Team to develop an individual behaviour plan.

While the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account.

Should an incident occur during the lunch time then the Duty Manager will make the decisions.

## **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the school will work very closely with parents and staff to support these children and the behaviour policy may need to be adapted to an individual program.

The behaviour tracking sheets from class teachers and SLT will be collated to provide an overview of pupil progress. The information will contribute towards:

- Individual Education Plans
- Pastoral Support Plans
- Support from the SEN Team

## **Internal, Fixed and Permanent Exclusions**

We do not wish to exclude any child from our school, but sometimes this may be necessary. Cecil Road Primary School follows the document 'Exclusion from maintained schools, Academies and pupil referral units in England' from the DfE and we refer to this guidance and Kent guidance in any decision to exclude a child from the school.

Only the head teacher has the power to exclude a child from school. If a pupil is given a fixed or permanent excluded the parents are informed immediately, giving reasons for the exclusion. A letter is also given to the parents informing them of the return date. On return to school a plan will be developed to support the pupil's reintegration into their classroom.

## **Out of School behaviour**

Cecil Road Primary and Nursery School is committed to ensuring that our pupils act as positive ambassadors for us. We expect:

- Good order on all forms of transport.
- Good behaviour on the way to and from the school premises.
- Positive behaviour and reassurance to the public about school care and control over our pupils.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. (See policy for Educational Visits)

## **Positive Handling (Use of Reasonable Force)**

In order to maintain the safety and welfare of pupils it may sometimes be necessary to use a physical intervention to restrain a child. This is only used when all possible options for giving the child time/space to regain self-control have been exhausted

and the child is at risk of hurting themselves or others. Trained staff will then act in good faith to deliver the Positive Handling techniques.

A selection of staff at Cecil Road Primary and Nursery School are trained by the Positive Handling program and physical interventions only form a small part of the comprehensive Positive Handling framework in reducing risk, restraint and restriction. Staff who are trained by the program are the only ones allowed to use safe physical interventions to calm a pupil.

#### **Reasonable force can be used to:**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

#### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Any interventions are recorded in a bound incident book and parents are informed the same day. Where it has been agreed that should a pupil have the need for the proactive use of a physical intervention it will be recorded in the pupil's individual plan along with a risk assessment which outlines the risk, giving details of planned and agreed preventative strategies.

If a physical intervention has been used there is the need to recover, rebuild and restore positive relationships. Time will be given to listening and learning, investigating, recording, reviewing and monitoring. Restoration will only begin when the individual is ready.

#### **Staff Training**

Staff are kept up to date with the Positive Handling training. Please see Annex A for a list of staff who have undertaken the Team Teach training.

#### **Monitoring and Review**

Delivery of the behaviour policy will be monitored within the school monitoring cycle and the policy will be reviewed on September 2019.

## ANNEX A

<b>Staff Name</b>	<b>Training Course</b>	<b>Training Date</b>	<b>Renewal Date</b>
Mrs E Walsh	Team Teach	31/10/16	31/10/19
Miss E Apps	Team Teach	31/10/16	31/10/19
Miss L Arnold	Team Teach	31/10/16	31/10/19
Mrs D Barden	Team Teach	31/10/16	31/10/19
Mrs S Connolly	Team Teach	31/10/16	31/10/19
Miss Z Fryer	Team Teach	31/10/16	31/10/19
Mrs K Hogwood	Team Teach	31/10/16	31/10/19
Miss R Honey	Team Teach	31/10/16	31/10/19
Mrs C Jones	Team Teach	31/10/16	31/10/19
Ms K Kaur	Team Teach	31/10/16	31/10/19
Mrs S McMahon	Team Teach	31/10/16	31/10/19
Mrs A Milligan	Team Teach	31/10/16	31/10/19
Mrs C Old	Team Teach	31/10/16	31/10/19
Mrs L. Picciola	Team Teach	31/10/16	31/10/19
Mrs B Poonian	Team Teach	31/10/16	31/10/19
Mrs C Somers	Team Teach	31/10/16	31/10/19
Miss L Southgate	Team Teach	31/10/16	31/10/19
Mr O Thatcher	Team Teach	31/10/16	31/10/19
Mrs J. Steer	Positive Handling	18/10/18	18/10/20
Mrs B. Vincent	Positive Handling	18/10/18	18/10/20
Mrs C. Hampton	Positive Handling	18/10/18	18/10/20
Miss D. McKee	Positive Handling	18/10/18	18/10/20
Mrs D. Masters	Positive Handling	18/10/18	18/10/20
Mrs K. Gill	Positive Handling	18/10/18	18/10/20
Miss L. Arnold	Positive Handling	18/10/18	18/10/20
Mrs L. Picciola	Positive Handling	18/10/18	18/10/20
Miss L. Jones	Positive Handling	18/10/18	18/10/20
Mr O. Thatcher	Positive Handling	18/10/18	18/10/20
Miss R. Honey	Positive Handling	18/10/18	18/10/20
Miss S. Bell	Positive Handling	18/10/18	18/10/20
Mrs T. Adams	Positive Handling	18/10/18	18/10/20
Mrs W. Hampshire	Positive Handling	18/10/18	18/10/20
Mrs Y. Quigley	Positive Handling	18/10/18	18/10/20