



'What we learn with pleasure we never forget'

# Carlton Colville Primary School

# Positive Behaviour

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## POSITIVE BEHAVIOUR POLICY

This policy statement on Behaviour has been arrived at through liaison with all staff at Carlton Colville Primary School, Governors, Parents and Pupils. The policy complies with Section 89 of the Education and Inspections Act 2006.

It rests on four basic principles:-

1. As schools we have a shared responsibility with parents to prepare our pupils to be good citizens.
2. We recognise that there is a clear connection between behaviour and learning. If pupils are well behaved, teachers can teach more successfully and pupils will succeed more in their learning.
3. We have high expectations for behaviour, but recognise the need to identify and reinforce it wherever possible.
4. We believe that showing pupils the value of good behaviour in school is likely to lead to increased self-esteem and greater self-discipline in adult life.

We expect pupils to have:-

- Respect for themselves
- Respect for others and their property
- Respect for the environment

We aim to promote:-

- Courtesy
- Honesty
- Hard work
- Reliability
- Self-discipline
- Tolerance
- Integrity
- The ability to make good choices

## Rules

Staff and children have agreed four simple school rules. They are inside/outside the main building and give clear guidance as to acceptable positive behaviour.

1. Be kind
2. Be polite
3. Do your best at work and play
4. Take care of our school

## Rewards and Sanctions

The school's approach to behaviour management is based around the reinforcement of positive behaviour where children are praised and encouraged for behaving well.

Every week Role Model and Brilliant Manners Awards are given to nominated children during Super Stars Assembly.

Each class in main school uses age appropriate individual and group rewards. The reward for good behaviour, i.e. keeping the school rules, is "Special Time". The sanction for breaking a school rule is by positive reinforcement, encouraging the child to put it right. If this is ineffective, loss of "Special Time" will result (see Appendix A).

Children are also rewarded for their great learning attitudes; for showing confidence, determination, aspiration, teamwork, communication, curiosity, focus and independence - the skills they will need in order to become great learners. This is also celebrated in our weekly Superstars assembly.

The application of these simple rules, rewards and sanctions contribute to creating a school where all children can come, confident that their educational progress will not be hindered by unacceptable behaviour.

For those children who have specific behavioural difficulties, the school meets their needs with alternative strategies, including support from our 'Rainbow' Pastoral Support Leader and external agency support if required e.g. Behaviour Support Service/CAMHS.

Lunchtime clubs are run to provide a safe and nurturing environment for vulnerable children to access during lunchtimes.

A Keeping Safe file is held centrally and staff are required to record unacceptable behaviour where appropriate.

### Wet Playtimes/Lunchtimes

During wet playtimes, a year group teacher will supervise the children.

During wet lunchtimes, the children are expected to stay in their own classrooms and to only use the equipment **agreed with their teacher** (e.g. computers). However, for safety reasons, no children are permitted to have tools such as scissors.

If the children are in during a lunch-break they are expected to start clearing away the equipment promptly so that they are ready for the afternoon teaching session.

Mid-day Supervisory Assistants have regular meetings in order to maintain a common understanding of the school's Positive Behaviour Policy.

### Outside Play

Serious complaints about another child's behaviour will always be followed up. All the children involved will be treated fairly and given the opportunity to explain the incident (ref. Anti-Bullying Policy).

Immediate action may include a child staying with the member of staff on duty, or being supervised in the "Cool Zone" or Rainbow, therefore missing time to play. The member of staff also has the option of using a red card (see extreme behaviour below).

A "red card" system is used when a member of staff feels a child's behaviour is sufficiently serious, whereby a senior member of staff is called to remove the child from the situation for time out. All members of staff may occasionally have to intervene physically between pupils if they are showing extreme behaviour. Guidelines are in place to make it clear to staff, parents and pupils, the acceptable strategies open to them (see Appendix B]

### Parental Involvement

If there are ongoing difficulties, parents are informed and their cooperation is sought to support the situation. If necessary, an individual behaviour plan, Risk Assessment or pastoral support plan will be put in place. If support is needed from external agencies, parents will be kept informed at every stage (see S.E.N. policy).

### Internal Exclusions

Sometimes it may be necessary to withdraw a child and isolate them for parts of or for one day from their class due to inappropriate or disruptive behaviour.

This is at the discretion of Senior Leaders and parents will be informed. In these circumstances school work will be given to pupils.

### Fixed term Exclusions

The Governors and Staff regard the exclusion of a Primary age child an exceptional measure and such a decision would not be taken lightly. Children experiencing difficulties would be monitored and supported over a period of time, and parents would be involved in all procedures. Possible reasons for exclusion are: -

1. Extreme physical harm caused to another pupil or adult.
2. Severe damage to property.
3. The inability of staff to maintain a pupil's safety.
4. Constant disruption to the education of other pupils.

### Procedures for Exclusions as set out in the Education Act 2002, amended by the Education Act 2011

The Headteacher may exclude a pupil for up to 45 school days in a school year. Exclusions of more than 15 days will be used only rarely, and principally where extra time is needed for the pupil to be successfully re-integrated. Where a pupil is excluded for a fixed period, the exclusion is for a minimum time to ensure the pupil and others in the school understand the behaviour has been unacceptable. One to three days should generally be appropriate.

During this period, the Headteacher will arrange for the pupil to receive schoolwork to do at home.

The Headteacher will make clear arrangements for receiving pupils back into school after a fixed exclusion.

If a pupil is excluded for a long period, Governors, wherever possible, will meet within 15 days to consider whether to uphold the exclusion to arrange additional support for reintegration, where necessary.

Where exclusion is considered for Looked After Children, the school will follow the most recent guidelines for Children in Care.

In addition to the above procedures the Headteacher and Governing Body will refer to the 'DFE Exclusion from maintained schools in England', which is a guide for those with legal responsibilities in relation to exclusion.

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## Appendix A

Each class uses age appropriate individual and group rewards.

In Years 1-4 a reward is given to children when 10 stars/merits have been earned.

In Years 5 and 6 children can earn ACE cards (A Concerted Effort). A prize is earned when children have accrued five cards, which can include a "Teabag" representing afternoon tea with the Headteacher.

Also in Year 5, half-termly 'Learning Gems', and in Year 6 termly "Learning Diamond" events are held for children who have fulfilled the criteria of great attitude, good progress and excellent home-learning.

### Superstars

A weekly whole school celebration assembly is held. Children are nominated by their teachers for good learning attitudes, role models or brilliant manners awards. A superstars' tree is maintained to celebrate children's success across the school.

### Special Time

In addition, children can earn "Special Time". This is an opportunity to take part in a favoured activity each week. Every Friday afternoon, children go to their chosen activity. They choose from the list and sign up weekly. Activities may include:-

PE/outdoor activities

Computing

Common Room (Year 6 only)

Drama/Role Play

Construction/Chess

Art/Drawing

DVD's

Junk modelling

Small world

Dance

The sanction for breaking a school rule is to lose increments of 5 minutes in Special Time. This can be earned back by trying hard and keeping to the rules.

Time out of Special Time on Fridays is recorded in the 'Lost Special Time' log and monitored by Senior Leaders. If a child loses more than 10 minutes during the week they go to a Senior Leader at the next break time and complete a Behaviour Reflection Sheet (see attached).

**Arrangements for children in Year 5 and 6 who persistently reach the end of the week with more than 15 minutes lost Special Time:**

- First incidence -a letter is sent home
- Second incidence during a half term - a half day's internal exclusion and a letter home
- Third incidence - parents are called in for a meeting with Senior Leaders.

A 'Learning Catch-up' club will be held every lunchtime for Years 5 and 6 children who have not 'done their best at work' and need to edit or improve their classwork. Years 4, 5 and 6 can also use this time for Home learning tasks. It will be run by a member of the Senior Leadership team.

# Positive Behaviour Policy

## Appendix B

Restraining pupils [please refer to the 'Use of reasonable force' document DfE 2013]

All staff have a duty of care to themselves and the children in school, i.e. Teachers and support staff, need to be aware of situations which may require reasonable force to be used.

They fall into three broad categories.

1. Pupils fighting, attacking a member of staff.
2. A risk of injury or of significant damage to property, e.g. rough play, deliberate damage or vandalism, behaving in a way likely to cause injury.
3. A pupil is behaving in a way that is compromising good order and discipline e.g. behaving in a way that is seriously disrupting a lesson.

There is no legal definition of reasonable force, so it is not possible to set out comprehensively when it is acceptable to use it. **It will always depend on the circumstances.**

Any force used should always be the minimum needed to achieve the desired result and be proportionate.

ALWAYS uppermost in the adult's mind should be,

THE SAFETY OF THE CHILDREN AND THEIR OWN PERSONAL SAFETY

Physical intervention can take several forms. It might involve staff,

- Physically standing between children.
- Blocking a path.
- Leading a child by the hand or arm.
- Restraining a child.

Any incident of this kind must be recorded in the "Keeping Safe" file, reported to the Headteacher and parents/carers informed and given an opportunity to discuss the incident.

SCHOOL SAFE TRAINING HAS BEEN DELIVERED TO APPROPRIATE STAFF.

(see also Safeguarding and Equalities Policies)