

Cutnall Green C of E First School Behaviour policy

Member of Staff Responsible – Mrs K Brunt/Mrs C Atkinson

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PRINCIPLES

At Cutnall Green C of E First School we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these.

Our behaviour policy is an essential foundation for accomplishing our School's aims and generating an ethos consistent with our core Christian values.

OUR VALUES

Our School will encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our core Christian Values are:



OUR AIMS

Being Healthy:

- Contributing to good physical and mental health and the promotion of living a healthy lifestyle.

Staying Safe:

- Providing a safe environment and information about key risks and how to deal with them.

Enjoy and Achieving:

- Providing a nurturing environment in order to raise pupil's self-esteem and sense of self-worth.
- Enabling pupils to engage in a learning environment in preparation for life

Making a Positive Contribution:

- Encouraging pupil's social and emotional development in order to enable them to make a positive contribution to their community and to society.

Achieve Economic Well-being:

- Encouraging pupils to take full advantage of the opportunities they are offered in order to achieve their full potential.

THE SCHOOL'S SETTING

Cutnall Green C of E offers children education from the ages of 3-9. The school is a voluntary aided church school and therefore doesn't have a set catchment area. We; the staff, have high behaviour expectations and believe this is an essential part of a child's education.

OUR POSITIVE APPROACH

Our School provides a structured environment with clear boundaries. Whilst the approach is firm and disciplined, positive reinforcement is central to our behaviour management. Our pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate pupils to achieve this we praise and reward good behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear negative consequences. It is important that challenging behaviour is dealt with when it arises and not avoided or ignored.

TEACHING AND LEARNING

EXPECTATIONS OF BEHAVIOUR

Our principle aim is to create a school environment with appropriate routines and expectations of behaviour. Therefore, a part of our role is the teaching of appropriate responses and behaviour.

Whilst aiming to develop pupils' behaviour, we address other underlying factors which may have contributed towards the difficulties at school. These may include:

- Poor emotional literacy skills
- Low self-esteem
- Poor social skills
- An inability to accept responsibility for his/her actions

In order to combine these sometimes divergent aims, we feel our pupils need clear and simple guidelines on expected behaviour, which are consistently, but sympathetically, enforced. We believe in a firm but caring approach in which we seek to facilitate the child in modifying his/her behaviour by reinforcing the positives and raising the pupil's own view of his/her achievement in all areas.

We aim, therefore, to help our pupils:

- To relate appropriately towards each other
- To relate appropriately towards adults
- To follow teacher instructions
- To accept help and guidance
- To accept rules and expected routines
- To take responsibility for their behaviour
- To recognise the consequences of their actions
- To enjoy learning and achievement

Modelling forms an integral part of this process. This includes modelling between staff and pupils. Thus, our pupils have continuous opportunities to teach and learn from each other and staff, by example and explanation.

We aim to establish for our young people:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour.

SCHOOL RULES

Cutnall Green C of E values are:

1. Safety
2. Trust
3. Achievement
4. Respect
5. sharing

In addition we have general standards of behaviour expected from our pupils. These are:

- 1 Pupils are expected to attend regularly.
- 2 Dress must be smart and according to the School's Uniform Policy.
- 3 Pupils may not leave the school's premises during the school day without prior permission from staff and written permission from parents.
- 4 Bullying, swearing and name-calling are actively discouraged.
- 5 Pupils are discouraged from bringing in any items from home, such as large amounts of money and mobile phones.

BEHAVIOUR CURRICULUM

Our School endeavours to be proactive in improving behaviour. Thus a part of our curriculum is the explicit teaching and learning of appropriate behaviour (SEAL) and Values for Life. It is through our behaviour curriculum that our school's expectations are translated into teaching and learning.

Our behaviour curriculum reflects these two roles accordingly.

- 1 For all pupils, the behaviour curriculum consists of a regular and structured programme within the PSHE curriculum. This is intended to develop pupils' social, emotional and behavioural skills as well as ensuring their social, moral, spiritual and cultural development is enhanced. However, the teaching of appropriate behaviour will underlie all of the work in the School with subjects being seen as vehicles for teaching this as well as subject content.
- 2 For pupils attending behaviour intervention programmes the themes of some of the workshops are:
 - Anger management
 - Social skills
 - Speaking and listening
 - Emotional Literacy
 - Self-esteem
 - RelationshipsNumerous of these workshops are delivered during a year in 6 week blocks. These will be selected depending on the needs of the pupils.

ROLES AND RESPONSIBILITY

Promoting positive behaviour is the responsibility of the School as a whole. For our policy to be implemented comprehensively the roles and responsibilities are broadly outlined below.

The role of the Head of School/Executive Principal

She is responsible for

- Establishing an environment that encourages positive behaviour and regular attendance, discouraging bullying and promotes race equality.
- Organising support for implementing the behaviour policy,
- Developing, monitoring and reviewing of the behaviour policy.

The role of the Teaching staff

The Teaching staff are responsible for

- Implementing the behaviour policy with their class.
- Effective classroom management and the consistency of their application of the approaches outlined in the policy
- Provision of children with special educational needs as defined in the SEN policy.
- Delivering a curriculum for teaching and learning appropriate behaviour.

The role of all staff

All non teaching staff are responsible for

- Ensuring that the policy is consistently and fairly applied.
- Teaching pupils how to behave appropriately.
- Encouraging pupils to attend regularly.
- Providing mutual support
- Modelling the high standards of behaviour expected from pupils.

The role of the Pupils

The pupils are responsible for

- Shaping and promoting the School's code of conduct.

- Supporting staff and other pupils.

The role of the Parents

The parents are responsible for

- Their child's attendance.
- Their child's behaviour inside and outside school, working in partnership with the School to establish and maintain high standards of behaviour

BEHAVIOUR APPROACHES AND STRATEGIES

It is the intention of this policy document to outline the behaviour approaches and strategies used in our School. It is essential to detail these to ensure that all staff have a consistent approach. To maximise the effectiveness of the provision at our School consistency is paramount.

The approaches are categorised into positive consequences, negative consequences and de-escalation strategies.

The zone board will be used in all classrooms, which will monitor the pupils' behaviour. Warnings will be clearly given to the pupil, before they move down the board. Teachers need to constantly use the language of choice. Rules need to be constantly referred to and the consequences reiterated. If they are in gold zone, they will receive certificates and letters home.

POSITIVE CONSEQUENCES

'It is a well established maxim in teaching that rewards are much more effective than punishment in motivating pupils.'

DFES 2003

The use of our positive reward systems are essential for achieving our expectations and enabling pupils to achieve their full potential.

'Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure.'

DFES 2003

As previously stated the underlying principles of our approach are the use of positive responses by staff for good behaviour. By rewarding and praising good behaviour, it is hoped that such behaviour will be promoted and encouraged.

It is crucial that our pupils and their parents value the positive consequences they earn, thus they should be awarded meaningfully, carefully and consistently and be given important status.

Our positive consequences consist of:

- Verbal praise and encouragement.
- Showing work to staff and other pupils.

- Group rewards at the end of the week for the group having a positive week
- Telephoned reports to parents/carers
- Praise and commendation from the Head

NEGATIVE CONSEQUENCES

'Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants.'

DFES 2003

Our pupils need firm boundaries that are consistently applied. This ensures that all pupils are very clear of the consequences that will result from their choices. When a pupil makes poor choices and displays unacceptable behaviour the negative consequences are implemented fairly and calmly. Our negative consequences are designed to encourage our pupils to take responsibility for their behaviour.

Unacceptable behaviour is recorded on the Incident Sheet within a pupil's file.

Our negative consequences consist of:

- Visual prompts – the use of pictorial cards or objects to give reminders to pupils
- Verbal prompts, reminders and warnings
- Use of the School values on display in the classroom.
- Complete unfinished work during another specified time in the day. This could be break or lunch time.
- Alternative work will be set for children who are unable to participate.
- Use of time-out of room table.
 - If a pupil uses their time-out card to request time-out..
 - If a pupil needs to be directed by the teacher to take time-out
- A pupil in isolation is required to complete independent work in the partner classroom for a staged return. The pupil receives minimal adult attention during this time. The pupil may return to the classroom when they show that they are calm and can follow instructions. The pupil is immediately praised on their return to the classroom for turning their behaviour around and rejoining the class appropriately. The staff from the pupil's class oversees the management of their pupil when they are outside the room. However, available staff will provide additional support.
- Inappropriate language elicits moving down the zone.
- An unauthorized exit from the classroom immediately results in moving down the zone board.
- Behaviour that could potentially cause damage to others or property immediately results in moving down to red.
- Pupils that have been in red during a session will have to make up that time in their own time either at break or lunch depending when the misdemeanour took place

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the Head will determine the best course of action from the following.

- A letter will be sent to parents by the Head, asking for an emergency meeting and an alternative program may be set up.
- Fixed term exclusion
- Permanent exclusion although this will be rarely used, only in extreme circumstances

Where staff suspect a weapon may have been brought onto the school premises the Head will be informed immediately and the police will subsequently be contacted. The pupil will then only return to

school after an emergency meeting has been called with their parents/carers. If the pupil is involved in a second incident of this nature the above procedure would be followed, in addition the Head would consider a fixed term exclusion period prior to the emergency meeting. The procedure of contacting the police follows advice from Worcestershire County Council.

This is a comprehensive record of our rewards and sanctions; however it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement takes into account the individual pupil's emotional, social and health issues, which in some cases for our pupils, is a complex one.

DE-ESCALATION STRATEGIES

The staff at Cutnall Green C of E are very experienced and skilled in managing challenging behaviour. We use a variety of tools and strategies to avoid confrontational situations which could lead to serious negative consequences.

These strategies include:

- Removing the audience – using a quieter place or moving the other pupils away
- Planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return
- Planned ignoring – rewarding the pupils who are showing the desired positive behaviour
- Use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil
- Distraction - distracting the pupil's attention from the problem
- Re-focusing the pupil's interest
- Changing the activity if appropriate
- Small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks
- Appropriate use of body language
- Appropriate use of personal space
- Involving another colleague – a different voice can be very effective
- Recognising the pupil's feelings and verbalising anxieties and feelings in a calm and constructive manner
- Providing an increased level of support if appropriate
- Offering alternative actions for the pupil to take
- Using personalisation, relationship and previous successes – remind the child of a situation they were successful in
- Clearly outlining the positive consequences if they make a good choice
- Remaining firm, fair and caring

Staff at Cutnall Green C of E use their professional judgement and knowledge of the individual child to determine the most effective strategies to use.

THE USE OF RESTRAINT

Some staff at the school are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- The child
- Other children
- Members of staff
- Serious damage to property
- The good order and discipline of the School
- Physical restraint should be used only as a last resort, i.e. de-escalation strategies have failed.
- It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
- Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed.
- The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used.
- It is essential that two members of staff are present if restraint has to be used.
- If a child is determined to leave the school, teachers may
 - Use their physical presence to obstruct the exit and to remonstrate with the child.
 - Hold a child by the arm to prevent him/her from leaving the school.
- If these strategies are unsuccessful restraint may be used if
 - The circumstances outlined above are applicable
 - The child is at risk in other ways, e.g. in contact with an unsuitable adult
 - There is no responsible adult at home to take charge – or at least to inform

Any incident involving the use of restraint should be reported, verbally, to the Head immediately and this should be followed by a written report of the incident within 24 hours. Staff complete a Positive Physical Intervention report.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

SUPPORT SYSTEMS FOR PUPILS

Our strategies for early intervention for pupils most at risk include:

- Regular pupil review meetings
- Contact with parents for unexplained absence
- Contact with parents for unexplained changes in behaviour or attitude
- Referrals for specialist advice, including EPS, YISP, CAMHS
- One to one mentor time with a key member of staff where possible
- In the situation where fixed term exclusion has been applied, parent/s and pupil should attend a re-integration meeting before returning to school and agree a PSP (pastoral support plan).

SUPPORT SYSTEMS FOR STAFF

Our strategies for staff support include:

- Regular professional development and training on behaviour
- Weekly staff meetings with opportunities to discuss any concerns
- Advice and support from colleagues
- When referrals are needed to other external agencies the member of staff will consult with the Head/SENco.
- Spend time talking through the situation with the Early Intervention Family Support worker

SUPPORT SYSTEMS FOR PARENTS

Our strategies for parental support include:

- Contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in school, enabling the parent to take steps to establish that their child is safe
- Involving parents at all stages of their child's education when deemed necessary through review meetings.
- The School's expectations are made explicit to parents to enable them to understand and participate as fully as possible
- Parents are invited to attend School so that all the procedures can be explained if they are in any doubt or need clarification regarding a behaviour issue.
- Attend a drop in session with the early Intervention family support worker

This behaviour policy is regularly reviewed and procedures to monitor its effectiveness are undertaken by all School staff.