

Cheddar Grove Primary School / Behaviour and Pastoral Policy 2020-21

Our School Motto: Rooted in joy, Growing Together, Learning to live, is a foundation to our learning environment. We want to promote a caring and supportive place, where all feel secure, are respected, and are able to promote behaviour in a positive atmosphere. The development of social skills and good behaviour is an integral part of the curriculum through the delivery of PSHE. It needs a consistency of approach from all adults in the school.

Aims

We aim to:

- Ensure consistency and care.
- To be fair and seen to be fair.
- To treat all with respect.
- To have clear expectations.
- To provide opportunities to learn academically and socially.

Core Strategy

Our core strategy will be to provide and encourage personal development through the PSHE curriculum and Jigsaw scheme of work, whose core principles cover Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Our positive approach will be consistent in that:

- We understand that it is ok to make mistakes.
- We are thoughtful and respectful.
- We try our best in work and play.
- We look after our school and everything in it.
- We speak and listen with consideration.
- We encourage each other to make the right choices

Rewards for good behaviour

Incentives for good behaviour will be in the expectation given by all staff and by the role models of other pupils. This will create good relationships and a sense of achievement. Rewards will be for social and academic behaviour and effort.

Rewards will include:

- Non-verbal and verbal praise.
- Positive marking of work and comments for future development.
- Head Teacher awards – for exceptional pieces of work.
- House points- totalled together to win the cup.
- Class rewards – These may differ, but will include stickers, points, golden time etc...
- Class Certificates – Given out by the Head teacher for class achievements.
- House Captains – Chosen by staff for their model behaviour.

Response to Negative Behaviour (KS1 and Foundation Stage)

- A positive approach will be made to negative behaviour, by praising the behaviour of good behaviour and those children behaving well who are sat by someone behaving negatively.
- The teacher will respond non-verbally and verbally.
- The teacher may choose to move a child to a different place.
- The child may be asked to miss some play time or dinner time, or in FS there will be an instant time out of a length which is based upon the child's age.
- The teacher may send the child to the key stage leader.
- The teacher will talk to the parent for persistent negative behaviour or a serious incident.
- The Head teacher may choose to speak to the child or the parent.

Response to negative behaviour (KS2)

We believe that with firm boundaries, good behaviour will be promoted. We will remember to criticise the behaviour and not the child.

- Praise good behaviour of those sat nearby.
- Use verbal and non-verbal methods.
- Use/change seating plans to help lesson distractions.
- If previous methods do not work, staff will use the C-System (Explained below)

The C-System

C1 - Verbal warning

C2 - Second warning (and automatic 10 minute detention)

C3 - Cool down (Child to stand by the door for at least a minute to calm down before apologising and returning to their seat)

C4 - Removal from class/ sent to the Head teacher.

The C-System is an accumulative system that runs through the day. When a C4 has been given, the child should be kept out of that session. After calming down, they will be dealt with by the Head teacher who will determine when he/she feels the child is ready to return to the classroom. A C4 will be recorded by the Head teacher and a letter will be sent home informing the parents. Certain behaviour will bypass the C-system and a child will be sent straight to the Head teacher. These may include

- Leaving the classroom without permission
- Bullying/racism
- Bad language
- Fighting or intention to harm another child
- Vandalism/stealing/theft
- Throwing dangerous objects
- Serious challenge to authority of all staff/ verbal abuse to staff
- Damaging school or other people's property.
- Refusing to go to the Head teacher/designated person

Persistent Negative Behaviour

- 1) The teacher will make contact with the parent.
- 2) Regular C4's may lead to children not being allowed to represent the school in sport/music etc...

- 3) Whilst off-site educational visits are seen as a valuable learning opportunity, teachers making risk assessments will have to take into account pupil's behaviour when deciding whether to include them.
- 4) The Head teacher may phone or request a meeting with parents.
- 5) Children with persistent negative behaviour may be placed upon the SEN register (stage 1) or a Personal Social Plan may be started.
- 6) There may be lunch time suspension
- 7) Internal exclusion from class.
- 8) School Action on the SEN register – Working with the Learning Mentor or similar.
- 9) Disruptive behaviour for 2 IEP review periods after being on School Action, will be moved to School Action Plus. Outside agencies will be contacted for behaviour management advice.
- 10) On rare occasions the Head teacher may feel that the formal process should be activated to remove the child from the school temporarily. Such exclusions are an extreme step and will only take place when long term misbehaviour is not responding to above strategies and learning of others is seriously hindered. (See SEN/Exclusion policies), or when an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. At the time of exclusion, the pupil and parent will be invited to a reintegration meeting, where criteria will be set down between the head teacher, parent and pupil.

Lunchtime Behaviour

Positive play will be modelled, by SMSA's.

When there is negative behaviour displayed the following procedures will apply:

- Verbal and non verbal warnings.
- Children will be given time out beside the adult for a set period of time.
- If behaviour persists then the child will be sent to the safe house where they will be dealt with by a member of staff until they are ready to return to the playground. Certain behaviour will result in a child being sent immediately to the safe house or head teacher.
- Persistent negative lunchtime behaviour will be dealt with at the head teacher's discretion.

Detentions(KS2)

These will be held during lunchtime. Three or more detentions in a week will lose a child lunchtime privileges. The child will then spend that lunch time in the safe house.

Stages of Behaviour Guidance

Appendix A gives further guidance on the different types of behaviour that we might see and the stage the school would consider this to be at. The possible consequences are then shown against the different stages.

Additional items due to present Coronavirus (COVID-19) pandemic.

Given the present circumstances the school has included in the policy elements to support the Risk Assessment put in place during the coronavirus (COVID 19) pandemic. This would include the following areas:

- Following any altered routes for arrival and departure
- Following school instruction on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')

- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about break and lunchtimes, including where children may or may not play
- Use of toilets
- Clear rules about coughing or spitting at or towards any other person.

The use of force.

All members of staff are aware of the regulations regarding the use of force by teachers, as set down in the Education act 1966. (The use of force to control or restrain pupils). Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him /herself.

Governors

It is the responsibility of Governors to monitor exclusions, bullying and racist incidents. They will also ensure that this policy is administered fairly and consistently.

The application of the policy

The behaviour policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence. There may be occasions when special rules need to be applied i.e the dining room, swimming pool, DT, science lessons or school camp. However, the same principles will apply for promoting good behaviour.

Appendix A
Cheddar Grove Primary
Stages of Behaviour Guidance 2020-21

Additional items have been added due to the Coronavirus Pandemic.

Types of Behaviour	Possible Consequences	Comments
<p><u>Stage 1: Accepted & Expected</u></p> <ul style="list-style-type: none"> • Helpful • Kind • Polite • Hardworking • Compliant • Respectful • Attentive 	<ul style="list-style-type: none"> ➤ Praise & respect ➤ Classroom reward ➤ Celebrated in assembly ➤ House award ➤ SLT Award 	<ul style="list-style-type: none"> • Stickers acknowledge good behaviour and attitudes.
<p><u>Stage 2: Aggravations</u></p> <ul style="list-style-type: none"> • Wandering about in class • Calling out • Interrupting teacher when talking to the whole class • Interrupting other pupils • Ignoring minor instructions • Talking instead of working • Silly noises • Pushing in line • Abrupt one word responses (eg 'yeah' 'no') • Wasting resources • Talking while the teacher is talking 	<ul style="list-style-type: none"> ➤ Minimal ➤ Eye contact ➤ Reminders ➤ Change of seating ➤ C1 ➤ C2 	<ul style="list-style-type: none"> • Incidents are not recorded. • In KS1 after several repetitions within a certain time period eg. 3 incidents during a session, a warning is given that the next time it changes to stage 3 and will be recorded. • All classes have agreed code of behaviour with the children. • In KS2, several repetitions will lead to a detention in accordance with our 'C' warning procedures. • C2 Incidents are recorded.
<p><u>Stage 3: Serious</u></p> <ul style="list-style-type: none"> • Preventing other children from learning • Not responding to teachers request to work • Being more disruptive • Deliberately creating a disturbance • General refusal to do anything • Damage through carelessness • Rudeness • Minor challenge to authority • Swearing • Constantly annoying other children • Rude hand gestures 	<ul style="list-style-type: none"> ➤ C1 ➤ C2 ➤ Write letter of apology ➤ Complete unfinished work at playtimes ➤ Time out of class ➤ Informal contact with parents by class teacher ➤ Miss playtime ➤ Miss Lunchbreak ➤ Miss all breaktimes in a day ➤ Sitting working alone ➤ Detention 	<ul style="list-style-type: none"> • C2 Incidents are recorded. • If incident persists, move to stage 4 • In KS2 incidents are recorded in detention books.

<p><u>Stage 4: More Serious</u></p> <ul style="list-style-type: none"> • Deliberately throwing small objects with the intention of breaking them. • Harming someone • Damaging school/pupil's property • Wandering in the corridors • Repeated refusal to do set tasks • Continued or more serious cheek/challenge to authority • Harmful/Offensive name calling • Making fun of children's work • Telling lies • Spitting • Intentionally directed swearing • Name calling related to sexuality or appearance • Answering back or arguing with an adult • Refusing to work • Writing graffiti • Poking, pushing or prodding • Making unkind remarks about another child's family • Refusing to follow instructions on hygiene, such as handwashing and sanitising. • Not following specific instructions on moving around the school (for example, one-way systems, out of bounds areas, queuing, lunch routines) • Not adhering to altered routines for arrival or departure. • Not adhering to rules about sharing any equipment or other items including drinking bottles. • Not adhering to amended expectations about break and lunchtimes, including where children may or may not play. • Not adhering to amended rules on the use of toilets • Not adhering to social distancing requirements when appropriate. 	<ul style="list-style-type: none"> ➤ C3 ➤ C4 ➤ Formal contact with parents by class teacher ➤ Phase leader involvement ➤ Miss playtime ➤ Miss Lunchbreak ➤ Miss all breaktimes in a day ➤ Headteacher involvement 	<ul style="list-style-type: none"> • Incident recorded • Possibly placed on SEN register for behaviour (SEN-Special Educational Needs)
<p><u>Stage 5: Very Serious</u></p> <ul style="list-style-type: none"> • Leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority of all staff • Bullying • Verbal abuse to any staff • Vandalism 	<ul style="list-style-type: none"> ➤ C4 ➤ Requires immediate attention of Headteacher ➤ Telephone call, letter or meeting with parents at the end of the day ➤ Internal exclusion ➤ Warning that further 	<ul style="list-style-type: none"> • Possible involvement of outside agencies • All racial incidents are reported to the LEA • Headteacher will work fortnightly with parents/carers to eradicate persistent

<ul style="list-style-type: none"> • Stealing/theft • Racist or minority group remarks • Refusing to go to the headteacher/designated person • Deliberately coughing or spitting at or towards any other person. 	<p>incidents could lead to fixed term exclusion</p> <ul style="list-style-type: none"> ➤ Removal from educational visits 	<p>bullying.</p>
<p><u>Level 6: Extremely Serious</u></p> <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority • Verbal/physical abuse to staff • Running out of school • Dangerous object in school • Persistent bullying 	<ul style="list-style-type: none"> ➤ Probably means immediate exclusion ➤ Recurring behaviour will involve longer exclusions ➤ Lunchtime exclusions ➤ Governors informed 	<ul style="list-style-type: none"> • Involvement of outside agencies