



Cramlington Village Primary School Behaviour Management Policy



“Empowering everyone to achieve”

Policy Title	Behaviour Management Policy
Policies that inter-relate	Anti-Bullying Policy Inclusions Policy Equal Opportunities Policy
Legal and Statutory documents linked	N/A
Governor Committee responsibility	Education
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The governing body acknowledges that by 'Empowering Everyone to Achieve' CVPS will reward and promote positive behaviour to support the pupils to develop good behaviour and excellent social skills. Children show the best behaviour when their full range of needs are met by skilled staff who understand children's physical, emotional, spiritual, social and learning needs.

Primary Policy Aim

CVPS has a number of school rules, however the primary aim of our behaviour policy is not a system to enforce rules but a means of promoting **good behaviour by positive relationships**, to enable everyone to work together with the common purpose of helping everyone to learn and grow.

CVPS expects every member of the school community to behave in a considerate way towards others. All children are treated fairly and the behaviour policy is applied in a consistent way.

Additional Policy Aims

- Promoting self-esteem, self-discipline and positive relationships where everyone feels happy, safe and secure, ensuring that every member of the school community feels valued and respected with a foundation of mutual trust and respect for all.
- Promoting a culture of praise and encouragement where everyone can achieve.
- Assisting all CVPS staff to work together in a supportive way, free from disruption, violence, bullying and any form of harassment.
- Defining acceptable standards of behaviour by allowing everyone to work together in an effective but considerate way
- Encouraging consistency of responses to both positive and negative behaviour.
- Encouraging the involvement of both home and school in the implementation of this policy.
- Promoting early intervention.
- Helping children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Promoting good behaviour, rather than merely deterring anti-social behaviour by rewarding good behaviour.
- Developing an ethos of kindness and co-operation

Curriculum and learning

An appropriately structured curriculum combined with effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, encouraging the active involvement of pupils in their own learning, and structured feedback all



help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Lessons should have clear objectives, understood by the children and differentiated to meet the needs of children with different abilities.

Marking and record keeping can both be used as a supportive activity to provide feedback to children on their progress and achievement, particularly in KS2.

Establishing realistic, personal targets should also ensure that children develop self-esteem about their achievements and success. Children's efforts are seen as being valued and that the progress they make is of importance to their teacher, which they can proudly share with parents.

Strategies to create a climate for teaching and learning

If guidance, structure and behaviour are consistent in lessons, pupils will know their boundaries and so will the class teacher.

KS2 classroom expectations for teachers include:

- Ensuring that the classroom is prepared by having the lesson objective and starter on the board, this will manage the expectations of the children to ensure lessons start smoothly and consistently.
- Pupils arriving at different times will enter into a calm, inviting working environment, eg after GR/RWI
- Pupils will then prepare themselves to learn by:
 - Listening when the adult is talking
 - Positioning themselves so they can see the adult and the activity

Staff will:

- Greet pupils by their names as they arrive into class, taking every opportunity to recognise where an individual may need extra support.
- Start the main body of the lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all pupils are catered for via differentiated tasks and tasks are clearly understood. If pupils are successfully engaged, 'off-task orientated behavioural difficulties' or inconsistencies should be dramatically reduced.
- Encouragement, praise and empowerment of pupils should be provided.
- Assess and reward where appropriate, making sure that all targets set are encouraging – avoid the words "but" and "however" in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't. Walking feet around school, being kind to our friends, rather than don't run, and stop hurting your friend!
- Use 'Assessment for Learning' strategies during plenaries and when reviewing the objectives of the lesson.



- When setting homework, support all pupils by making sure that they record it clearly in their homework planners (Y6) and that the task is understood
- Once pupils have tidied up finish the lesson with a positive comment.
- If a pupil arrives late allow them to start work before dealing with the lateness.

Behaviour Ladder

CVPS has implemented a system of behaviour management using a behaviour ladder (see Appendix 1). This recognises children's good behaviour and provides a visual representation of how children, as a minimum, need to be 'ready to learn'. Progressing up the ladder attracts rewards, moving down it attracts sanctions.

There is a clear range of examples of what the children can do to receive rewards and clear details about what they will receive warnings for. This consistent approach is used by all children and has been popular since its implementation in autumn 2013. There is an instant impact on children, and there is clarity in its implementation. All teachers, support and administration staff as well as volunteers and students, are responsible for implementing the school rules.

The children return to 'ready to learn' position at the start of every day so that they can start each day afresh.

Rewards for positive behaviour

CVPS acknowledges all the efforts and achievements of children, both in and out of school, and acknowledges the importance of children taking responsibility for their actions. The school council will be involved in many aspects of the positive behaviour policy. Pupils may be given additional (age appropriate) responsibilities e.g. lunchtime table monitors, milk and fruit monitors, etc.

Praise and rewards will be given for following the school rules that we will establish along the lines of:

- Listen carefully.
- Respect other people's property.
- Keep hands, feet and objects to yourself.
- Be polite and honest. We always tell the truth.
- Be responsible for your own behaviour and learning.

We will praise and reward children for following the school rules in a variety of ways:

- congratulate children when they see examples of good behaviour
- teachers give pupils award stickers, as well as providing other class based reward systems for moving up one step
- each week CVPS celebrate achievements from both school and out of school activities through an 'Achievement Assembly', a weekly school newsletter and a CVPS Facebook page for parents.



- all classes have an opportunity to showcase examples of work and achievement to parents and relatives, as well as to the rest of the school
- principal recognition is given for examples of excellent behaviour and work
- for specific examples of excellent behaviour, pupils may be sent to another adult in school, when moving up to silver.
- two awards are each given to separate children in every year group: grammar champion of the week and a golden book award, either for a particularly good piece of work or outstanding behaviour. There can be an input into this decision by the children in the class, although the final decision will be with the class teacher
- swimming awards are given to ensure that children who try hard in this school activity are recognised
- pupils who achieve certificates, medals and badges outside of school are recognised for these achievements in front of the whole school during our achievement assemblies
- Kindness Champion awards are given out weekly to one or sometimes two exceptional acts of kindness that have taken place throughout the week

Sanctions for negative behaviour

CVPS employs a number of sanctions to enforce school rules, to ensure a safe and positive learning environment, which is suitable for every child. Sanctions employed will depend on the individual situation.

If a child is disruptive in class, the teacher uses their own range of verbal or non-verbal signals – with appropriate consequences attached – to ensure disruption is stopped.

If a child repeatedly causes low level disruption to a class, the following may apply:

- the child is given a warning, using the Behaviour Ladder system.
- the child may (in addition to the warning) be isolated within the classroom until s/he calms down, using the classroom thinking tree in Key Stage 1 or other class based strategies.
- in more serious cases, this isolation may require the removal of the child to another nominated classroom (time-out), until in a position to work sensibly again with others.
- persistent poor behaviour may be noted in homework diary or folder, with expectation that parent signs a card prior to the child's return.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.



If disruption continues, then the child is sent to another teacher, (or a senior staff member), who will record this onto CPOMS. Early discussion of behavioural concerns with parents is encouraged.

If a child threatens, hurts or bullies another pupil or seriously disrupts a session, the child may have an immediate sanction imposed. This may also be the punishment for a build-up of smaller disruptions. The class teacher will administer the behaviour ladder warning system.

More violent or insolent behaviour may result in a withdrawal of specific activities possibly for a given period. Again, behaviour is recorded on the behaviour tracking spreadsheets. These records are monitored regularly, and the information will be used to inform parents where a pupil is giving cause for concern.

Pupils may be sent to the principal or vice principal if their class teacher feels this is an appropriate response to unacceptable behaviour.

Parents will be made aware of significant issues on the day of the incident and, ideally, will be given verbal feedback regarding the situation.

Sanctions administered are recorded onto pupil's individual behaviour management (CPOMS) system.

The SENCO is made aware of any repeated behaviour issues and is involved with the class teacher, pupil and parents to introduce behaviour modification strategies. External support may also be requested.

Persistent unacceptable behaviour will result in regular meetings with parents, particularly to address issues of poor self-esteem and conflict that may be occurring out of school.

Serious incidents, or continuous unacceptable behaviour may be dealt with using the following processes: (1) referral to professional agencies to deal with specific behaviour difficulties (with parental consent); or (2) temporary exclusion.

Bother and Best

Foundation Stage and KS1 operate their own system for managing behaviour based on the Bother and Best approach. Bother and Best are two characters that help the children deal with rationalising and reflecting on situations to evaluate the most appropriate behaviour. The characters are used to disassociate the behaviour from the child and allow a discussion to take place, where Bother and Best are used to role play the situation. The system can be used verbally or using the examples of recording outlined in this policy.

If serious situations occur, for example where a child has been injured as part of the incident, the perpetrator may be asked to take time out with a timer or to have restricted choices. In EYFS children may be isolated within the classroom on time out for a short period of time.



In all cases, staff will discuss with the child how to improve their behaviour.

Teachers will discuss persistent behaviour problems on a daily basis if necessary.

Children who have particular needs will have an individual behaviour plan or a support plan drawn up, for all staff who work with that child to follow. In all situations it will be made clear to staff and children that it is the behaviour that is undesirable, not the child.



Behaviour management strategy

Hello, we are Bother and Best

We love to help children talk about what is bothering them and decide what might be the best thing to do about it.
Can we help you?

Name:		Date:	
 Bother	What is bothering you?	 Best	What best action have you decided?

Name:		Date:	
 Bother	What is bothering you?	 Best	What best action have you decided?

Name:		Date:	
 <p>Bother</p>	What is bothering you?	 <p>Best</p>	What best action have you decided?

Could Bother and Best help you today?



Each September, the class teacher discusses the school rules with each class (as part of the SEAL/PSHCE curriculum) and displays them on the wall of the classroom. All children in class sign up and commit to the shared and agreed rules.

The emphasis is on the use of positive language. In this way, every child in the school knows the standard of behaviour that we expect in our school. They should be clear about the rewards for good behaviour, and sanctions for unacceptable behaviour. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time/PSHCE', or the year group may be spoken to as a whole by class teachers, vice principal or principal.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in CVPS do not hit, push or slap children. Staff only intervene physically to restrain children, to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that CVPS will take are in line with government guidelines on the restraint of children.

Staff Training

The Behaviour Management Policy will be an essential part of the induction process for new staff and will form the basis of one of the first staff training events to standardise the approach to managing pupil behaviour.

A brief summary of all praise and sanctions are provided to all teaching, support staff, visiting new staff, students and supply teachers.

Anti-Bullying Statement

CVPS does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of this behaviour. Everything will be done to ensure that all children attend school free from fear. Children who are being bullied are often reluctant to talk about their experiences so CVPS will look for any signs that children are unhappy in school or with friends outside of school and share that information with parents in order to support individuals. Every year CVPS participates in national anti-bullying week.

See Anti-Bullying Policy for further information

The role of the class teacher and key workers

- It is the responsibility of all adults in school to ensure school rules are enforced and classes or key children behave in a responsible manner during school time.



- The class teachers in CVPS have high expectations of the children in terms of behaviour, and will strive to ensure that all children work to the best of their ability.
- Class teachers clearly set out the rewards and sanctions set out in the behaviour policy.
- Class teachers treat each child fairly and enforce the behaviour policy consistently. All children are treated with respect and understanding, with the knowledge that each child may need different approaches to managing their behaviour.
- If a child misbehaves repeatedly in class (and the class teacher warrants this serious enough to issue a warning) the class teacher records such incidents on the CPOMS system. In the first instance, the class teacher deals with incidents him/herself in the normal manner as outlined above. However, if misbehaviour continues, or is deemed to be serious, the class teacher can seek help and advice from the Principal/Vice Principal, SENCO or other the teacher with responsibility for behaviour management.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENCO initially, who will refer the class teacher to the educational psychologist, behaviour support consultant or other interested agency – such as children’s services, taking appropriate parental consents when necessary.
- The class teacher informs parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Principal/Vice Principal

- It is the responsibility of the principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the principal to ensure the health, safety and welfare of all children in the school.
- The principal supports the staff by implementing the policy, setting the standards of behaviour and supporting staff in the implementation of the policy.
- The principal keeps records of all reported serious incidents of misbehaviour.



- The principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The vice principal will support the principal in these roles, and take an active role in monitoring the behaviour of pupils, liaising with parents and professional agencies, and supporting the work of class teachers.

The role of parents

- CVPS works collaboratively with parents to ensure children receive consistent messages that promote positive behaviour hopefully at home and at school
- school rules are explained in the school prospectus, and parents are expected to read these and support them
- a 'Parent Guide to Behaviour at Cramlington Village Primary School' will be issued to remind parents of our strategies in reception or when the children start nursery at CVPS
- CVPS tries to build a supportive dialogue between the home and the school, and informs parents immediately if there are concerns about their child's welfare or behaviour
- parents have frequently requested support from school when dealing with their children's behaviour at home. CVPS is happy to share the behaviour ladder system as it allows parents to reinforce the school behaviour system at home

Issues at home that impact on school

Developing a trusting, mutually supportive partnership between parents and CVPS will best serve the needs of the children. CVPS have an open door policy which provides regular access to teaching staff for parents to share any situations about their child's home life that may impact on their behaviour at school. Issues such as finding out a new baby is on the way can sometimes cause a child to become unsettled as they face the uncertainty of changes in family life and it is sometimes useful to share the news with a child's class teacher enabling them to support the children as individuals.

Similarly disputes between family members can also impact negatively on the children. The reality of family life sometimes means that there can be aspects of discord at home, so CVPS seek to understand and nurture a child during these times and try to support families should parents feel they can share confidential



information about the situation at home. At all times CVPS will respect the confidentiality whilst supporting the child more at these difficult times.

Disturbed sleep patterns and poor eating habits are an important aspect that will impact negatively on children's behaviour. CVPS works closely with parents and their children to ensure that the children and their families understand the importance of sleep and food to sustain children's energy and vitality needed not only to promote good behaviour but also to develop good skills for life.

If CVPS has to use reasonable sanctions to punish a child, parents are requested to support these actions. If parents have any concern about the sanctions, they should initially contact the class teacher. If the concern remains, they should contact the principal/vice principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the chair of governors and the school complaints process available on the school website or in hard copy from the school office.

The role of governors

The governing body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing effectiveness, whilst supporting the principal to carry them out.

The principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may provide advice to the principal about particular disciplinary issues. The principal must take this into account when making decisions about matters of behaviour.

Monitoring

The principal and vice principal monitor the effectiveness of this policy on a regular basis.

The principal also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

CVPS keeps a variety of records of incidents of misbehaviour. Behaviour that has led to a loss of a privilege will be recorded. Serious breaches of the behaviour policy – such as bullying, racism, or other inappropriate behaviour are recorded by the principal and reported at every full governing body meeting and to the local authority when appropriate.

The principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. This is reported to the local authority.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



Review

The governing body reviews this policy regularly and at least on an annual basis. The governors may request a review if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Exclusion from school

Children and young people who attend schools in Northumberland can be **excluded** (or **expelled**) from school in response to breaches of the school's **behaviour policy**. Exclusions can be either (1) **permanent exclusions** (where, subject to certain review and appeal procedures, the pupil is not expected to resume attendance at the school) or (2) **fixed period (temporary) exclusions** (also sometimes referred to as **suspensions**), where the exclusion is for a specified number of days and the pupil will return to school at the end of the exclusion period.

Exclusion is one of a range of strategies for managing behaviour in CVPS but is usually a last resort. This policy is in place to promote good and discourage poor behaviour. Pupils, parents and school staff should all be aware of these policies, the standards of expected behaviour they set out and the sanctions and support mechanisms which will be used if these standards are not met.

Fixed term exclusion

This is when a pupil's behaviour is serious enough to warrant removal from school for a short period of time, up to 5 days in any one fixed term.

It allows pupils and staff some time apart to provide a cooling off period.

The type of behaviour which would warrant a fixed term exclusion may be persistent offences against the school's usual code of conduct, regularly breaching class or school rules. Or it may be one significant issue that occurs such as:

- significantly hurting another pupil which is an isolated incident
- swearing at a member of school staff
- repeatedly refusing to undertake a reasonable request from a teacher

These are just examples. Ultimately it is the principal's decision to exclude a pupil for a fixed term. A reintegration meeting is scheduled before the pupil returns to school to clarify the next steps necessary.

Permanent exclusion

Permanent exclusion from school is a very serious event in a young person's life and so the decision to exclude permanently is always a very serious one for the principal. In many cases, it is a 'last resort' after a range of other disciplinary strategies have been used with the pupil concerned.

In exceptional circumstances, the principal at CVPS can permanently exclude for a first or 'one-off' offence. These circumstances are outlined in guidance from the Department for Education and may include:



- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

Procedures following a permanent exclusion

During the first five school days of a permanent exclusion CVPS will send work home for the pupil to complete. During these initial five school days of exclusion parents must ensure that their child is not present in a public place during school hours without reasonable justification: if they do not, they could be subject to a fixed penalty fine.

From the sixth school day of a permanent exclusion, the Local Authority (Northumberland County Council) is statutorily responsible for ensuring that suitable full-time education is provided to pupils of compulsory school age



Fixed-term exclusions

- A. Only the principal (or the acting principal) has the power to exclude a pupil from school. The principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The principal may also exclude a pupil permanently. It is also possible for the principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

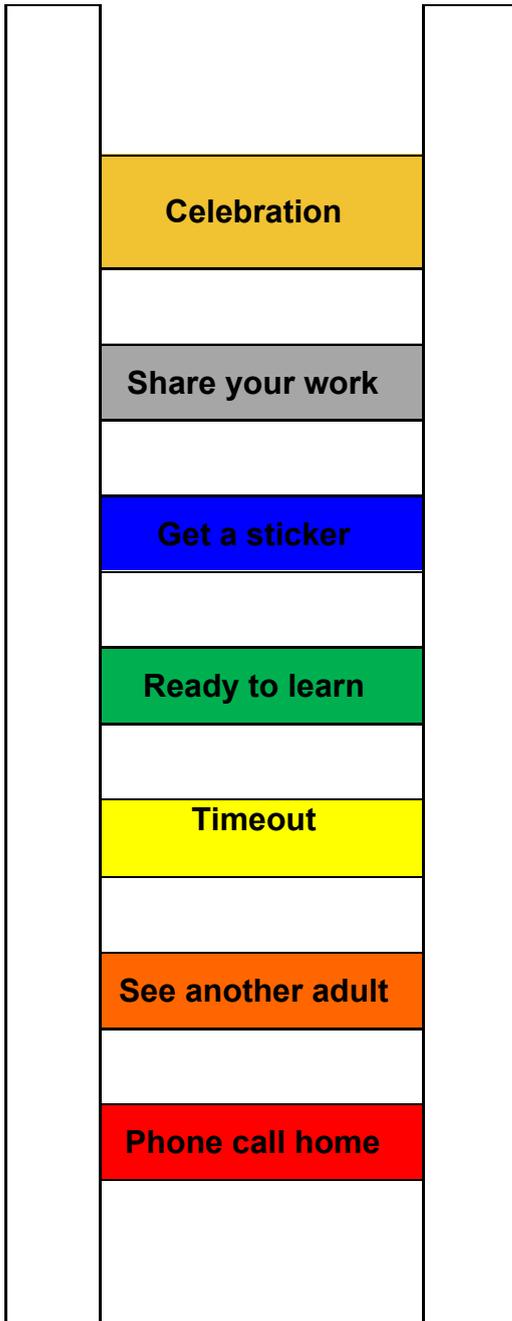
If the principal excludes a pupil, s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- B. The principal informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- C. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the principal.
- D. The governing body has a pupil discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- E. When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- F. If the governors' appeals panel decides that a pupil should be reinstated, the principal will comply with this ruling.



Appendix 1

CVPS Behaviour/Learning Ladder



Reward 3. A phone call home to share some fantastic behaviour or good work.

Reward 2. Share your work with another adult

Reward 1. Get a sticker as a reward

Feeling ready to learn

Warning 1. Having time out to reflect on behaviour

Warning 2. See another adult to explain behaviour

Warning 3. A phone call home to discuss behaviour