



BEHAVIOUR MANAGEMENT POLICY

Audience

This behaviour policy has been created by the staff and governing body of Carr Hill Community Primary School to inform pupils, parents and other interested parties as to how Carr Hill manages the behaviour of its pupils.

Rationale

We believe that the achievement of high standards of good behaviour in our school is maintained by the positive relationship all staff in Carr Hill have with our pupils.

These standards are achieved by a consistent, whole school approach to promoting positive behaviour and surrounding our pupils with good adult role models where the inter-relationships of adults working together promote team work, co-operation and support.

We believe that a primary concern of our school (as reflected in the school's educational aims and Statement of Intent) is to raise the self-esteem of our pupils with a view to raising their overall achievement.

The staff of Carr Hill believe that the maintenance of good behaviour is a shared responsibility and should not be the sole responsibility of one or a specific set of staff. This shared responsibility includes our parents/carers and the pupils themselves.

Aims

In Carr Hill we work together towards these aims:

- enable all pupils to access a high quality education in a safe and supportive environment, where they feel happy and at ease;
- provide an environment where effective teaching and learning can take place;
- promote good relationships and mutual respect between all staff and pupils;
- promote high expectations for pupils' academic and social abilities;
- teach our children to appreciate the fact that they have individual responsibility for their actions and any consequences as a result of those actions;
- work together in partnership with parents dealing with any pupil's persistent or wholly unacceptable attitude or behaviour;
- work as far as possible towards meeting the points/targets identified in the LEA's 'behaviour support plan'.

What do we do: In order for our children to succeed academically, whilst maintaining high standards of behaviour, we strive to:

- offer children an appropriate well-balanced curriculum with realistic expectations;
- ensure children are made to feel important and valued;
- maintain a commitment towards a positive approach to behaviour, with praise and rewards being generous;
- ensure negative reinforcement is only applied when necessary. Explanations will be given appropriately to why a behaviour is unacceptable;
- log behavioural issues into CPOMS. Such records will then be monitored and evaluated by all school staff;

- encourage staff to seek support from Phase Leaders when necessary. Repeated or extreme behaviours will be dealt with by members of the senior leadership team, including the Deputy Headteacher or the Headteacher;
- from an early stage, involve parents and carers, though discussion with the Leadership Team and the Class Teacher, when behaviours are deemed to require further intervention.

Classroom Environment

The school is proud of the team-work existing amongst the teaching and non-teaching staff that has been fostered over the years. Within this whole school team there is a consistency of approach to the layout and management of classroom organisation.

Features evident in each of our classrooms supporting the positive behaviour due to familiarity and consistency of approach are:

1. Classroom organisation facilitating whole class, group and individual learning with continuity of classroom furniture, computing resources, access to books etc;
2. The promotion of pupils' independence within the classroom through the layout and availability of daily resources;
3. Continuity of daily routine where pupils have a clear indication of 'what's next';
4. Support to pupils and teachers by other support staff including teaching assistants, learning support assistants and HLTA's.

Expectations of pupils of the school

It is right that the pupils have a set of expectations of their school. We have jointly identified the following as expectations for pupils/parents in providing good behaviour throughout Carr Hill:

1. Good models of behaviour amongst all members of staff and visitors to the school.
2. The provision of a well balanced curriculum taking into account the individual needs of our pupils and a school emphasis upon the raising of basic skills amongst our pupils.
3. The provision of an interactive and stimulating school environment.
4. Supportive Assessment and feedback of children's work where individual pupil targets are shared for 'next step' achievements.
5. Positive classroom and break-time management where children are familiar with routines, rules and sanctions which promote interpersonal/pastoral relationships outside of the classroom.

Expectations of the school on pupils

Equally it is right for members of staff to have expectations of those pupils in their class. We have identified the following set of pupil expectations:

1. Pupils will attend school regularly and punctually
2. Pupils will support the school's dress code and wear the uniform agreed by the governing body. Part of this expectation is not to turn up for school with highly fashionable hair cuts, specifically any with shaved lines, markings or patterns.
3. Pupils will respect their teachers and non-teaching staff and communicate with them civilly and use appropriate non-offensive language and terminology.

4. Pupils will take care of their working environment and show respect in the wider school environment.
5. All pupils will make every attempt to complete and return homework tasks within the time prescribed by their teacher.
6. Our children will have high expectations of their own behaviour and achievements in Carr Hill.

Rewards/Recognition

We believe there must be a positive emphasis on 'rewards' in the balance between rewards and sanctions, both in policy and practice. We believe children achieve more, and become more motivated, when they know what is expected of them and have a sense of what their achievements mean to both their teachers/parents as well as to themselves.

The school has various systems to acknowledge good behaviour/attitude. Some of these systems are whole school systems whilst individual teachers are encouraged to adopt their own classroom based reward/recognition systems to acknowledge children's efforts. For example the following are widely seen in our school:

- Praise: Verbal recognition, presentation of stickers/stars/certificates etc;
- Whole school celebration: Each Friday afternoon the 'Golden Book' recognises individual pupil achievement from the week;
- Head Teacher meeting: Pupils are referred to the Head Teacher for good attitude/work and in turn the pupil's parents are informed verbally or in writing;
- Termly and Annual celebration of Achievement with individual rewards and whole class recognition/reward.

Sanctions

We believe children need to have knowledge of how we will deal with inappropriate behaviour or attitudes which are not wholly acceptable and go against the aims of our school. We believe sanctions ought to:

- make a distinction between minor and more serious offences;
- be seen as flexible and able to take into consideration the individual needs of children;
- discourage the punishment of the whole group if it is an individual offence that is being dealt with;
- not infringe upon the school's aims and aspirations;
- not damage pupil/staff relationships and parent/staff co-operation;
- provide, above all, an opportunity for the pupils to understand and appreciate what they have done wrong and to work towards making better choices next time.

What is the process implemented to manage and deal with challenging behaviour?

Teachers and their support staff know our children well. They develop an understanding of each child and over time build an understanding of their individual characteristics and personality traits. Part of this understanding is to what extent a pupil challenges the stability of class behaviour and any individual needs they may have where a teacher needs to accommodate a specific approach in

dealing with any challenge. Our staff are able to differentiate their responses based on what they know of our children.

Initially it is expected that all our staff, teaching or those teaching assistants who support in class, deal with incidents as they arise. They should address the challenge directly with the child or children involved ensuring respect is shown at all times. Staff should avoid any personal comments and address the 'behaviour' that has become the challenge. Teachers will adopt their own class based initiatives which give feedback to a child and give notice of any escalation of concern if the behaviour does not change.

At this stage staff may use the following strategies:

1. Non-verbal reprimands
2. Low key verbal reminders
3. Apply a sanction whereby the pupil partially misses their playtime
4. Application of sanction removing all play time privilage, including lunch break
5. Isolation in class or at break with work to do under supervision.

If, in the event this initial behaviour intervention/response does not have an impact, and the pupil's attitude or behaviour does not change, the member of staff has the autonomy to arrange to meet with the parent/carer to explain what the concerns are. Concurrently, they should share their concerns with a colleague who may know the child too (maybe their previous teacher) or the DHT or HT.

A behaviour support plan may be considered at this stage and shared with the pupil and his/her parents/carers. The plan will be detailed and indicate any support needed to address a child's needs.

The next level of dealing with a challenging child would be to refer him/her to the DHT or HT. At this level of concern the DHT or HT will meet with the child and their teacher and review the reasons why there is a concern and how it has been dealt with so far. The DHT or HT will decide on the appropriate sanctions to apply, including whether to interview the pupil's parents/carers, apply a fixed term exclusion or in extreme cases whether a permanent exclusion is appropriate.

Exclusions

When the school has exhausted all available strategies for dealing with the pupil, exclusion from school will be used as a last resort. Exclusion guidance is based upon current Gateshead LA and DCSF guidance and current legislation, which sets out the responsibility of Head Teachers, the governing body and the LA. Exclusions will not be used if there is an alternative solution available. (e.g. internal exclusion, managed move.) Only the Head Teacher, or his Deputy has the power to exclude and will notify carers/parents by phone and letter within one school day. Detailed records of incidents are kept and exclusions reviewed by the governing body.

Exclusions will only be used for serious and extreme breaches of school policy.

As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.

Any pupil at risk of permanent exclusion will have an individual pastoral support programme in place and advice will be sought from external agencies to further develop this support.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the school setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one off offence. If a permanent exclusion is to be applied the Chair of Governors will be informed.

Use of force to restrain pupils

In extreme cases staff may use 'reasonable force' . Further clarification came into force on 1 September 1998 (**Section 550A of the Education Act 1996**). This clarifies the powers teachers, and other staff who have lawful control or charge of pupils, have to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing continual disruption.

Staff will seek ways of de-escalating a situation and only use reasonable physical restraint when necessary.

Physical restraint should only be used in exceptional circumstances, and should not be considered a regular or routine act. Teachers should not feel obliged to intervene where their personal safety is at risk, or where they believe such intervention could lead to accusations of assault or child abuse.

Success Criteria (How do we know our school's behaviour management policy is effective?)

As a school we would hope that the number of pupils showing challenging behaviour decreases as they move through the Key Stages. Pupils will develop relationships and respect for the teaching and non-teaching staff in Carr Hill as well as having knowledge of the expectations placed upon them by the school's ethos.

We have agreed that the school will be able to judge the effectiveness of its behaviour policy in the following ways:

- Pupils know the expectations placed upon them for their behaviour and attitude whilst in the classroom and during break times.
- Children will know the gradual steps to be taken by the teaching staff in addressing unacceptable behaviour
- Parents/carers are supportive of the school in dealing with any child showing challenging behaviour
- Children accept the seriousness of issuing sanctions in response to negative behaviour
- Pupils respond to and work towards achieving many of the motivational awards and opportunities for recognition which occur throughout the school
- Challenging behaviour incidents diminish in number as children respond to the ethos surrounding them in school and they respond to the motivational factors reinforcing a positive attitude towards their school life.

Monitoring of the Policy

The policy has been shared with all our staff and members of our governing body. It will be reviewed on a two-yearly basis and amended if and when necessary.