



# Behaviour Policy and Guidelines

October 2019

Review date: October 2020

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# COUNTY BRIDGE PRIMARY SCHOOL

## BEHAVIOUR POLICY & GUIDELINES

October 2019

### INTRODUCTION

At County Bridge, we take great pride in ensuring school is always a secure and safe place for all, where learning can take place in a happy, friendly environment. Behaviour at County Bridge is exemplary and a real strength of the school (recognised by OFSTED in December 2016 'Pupils' behaviour is good. Pupils work hard in lessons and demonstrate positive attitudes to their learning. Pupils are polite, cooperative and behave well around the school. ). We actively nurture this characteristic in our children by focussing on and rewarding good behaviour at every opportunity. Hence, our behaviour motto 'Catch 'em being GOOD!' captures our policy on behaviour aptly.

Good behaviour is an absolute priority for the school to ensure that high quality teaching can take place while the children have the best possible environment in which to learn. Parents in partnership are an integral part of the school behaviour procedure and policy. Everyone at County Bridge has a right to be treated with respect and dignity. In the rare circumstances when children display difficult or challenging behaviour, this ethos pays dividends. Any kind of degrading treatment is unacceptable. In order to create a calm and peaceful learning environment, respectful behaviour and good manners is modelled by staff at all times as an example to children of what is expected of them within the school.

### RIGHTS AND RESPONSIBILITIES OF CHILDREN AT COUNTY BRIDGE

#### RIGHTS

- ✓ Children have the right to be treated with respect and dignity.
- ✓ Children have the right to receive a high quality education.
- ✓ Children have the right to feel safe.
- ✓ Children have the right to work and play in a safe environment.
- ✓ Children have a right to wear a uniform that demonstrates they are a part of the whole school community.
- ✓ Children have a right to attend school for 190 days each year.

#### RESPONSIBILITIES

- Children should demonstrate respect and dignity for themselves and for everyone in school.
- Children should work hard in class and encourage others to do their best.
- Children should be responsible for their own safety and security and not compromise themselves deliberately.
- Children should respect the school environment and the property of others.
- Children should be smart and wear their school uniform with pride.
- Children should attend school every day and be on time.
- Children should behave respectfully inside and outside of the school and be good ambassadors for the school in their local community and beyond.

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## PARTNERSHIP WITH PARENTS

The school values the views of parents and wish to work collaboratively with parents to support children behaving well at home and at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties. The school have purchased the 'Marvellous Me' programme that allow us to communicate positive messages to parents. Parents are encouraged to come into school to share in the successes of their child and to discuss strategies for supporting their child's behavioural and emotional needs, both, in school and at home. County Bridge operates an open door policy to facilitate multi-agency working.

## RULES FOR IN AND OUTSIDE THE CLASSROOM

For children to be clear about rules for the classroom, we ensure consistency throughout the school. Our rules for in and outside our classrooms are as follows:

- ❖ Listen carefully and follow instructions.
- ❖ Always put up your hand when you wish to speak.
- ❖ Stay in your seat unless you have permission to move.
- ❖ Move around quietly and safely.
- ❖ Keep your hands and feet to yourself.
- ❖ Use equipment properly and make sure you put it back in its proper place.

## A POSITIVE APPROACH TO BEHAVIOUR MANAGEMENT

All behaviour management strategies at County Bridge emphasise a positive approach. Attention should, as far as is possible, concentrate on recognising and acknowledging good behaviour. When dealing with negative behaviour there are many strategies that can be used which will support the child rather than escalate the situation; highlighting good behaviour which is apparent in the immediate vicinity, positive words of encouragement and or providing time and space for a child to enable them to make the right choices. Whilst behaviour management should always highlight the positives, when a child has displayed unacceptable behaviours, it is right and necessary for that child to receive a consequence which is proportionate to the behaviour they have presented. Providing a **staged response** to managing behaviour is crucial in enabling children to manage their own behaviour by allowing them the benefit from a warning system and giving them the opportunity to correct their own behaviour. If severe consequences are applied too soon then the teacher and the school is left with no place to turn. At the same time, the child has not had the opportunity to modify their own behaviour, following a warning from a member of staff, to resolve the situation independently.

## REWARDING GOOD BEHAVIOUR

Daily/Frequent Rewards - awarded at the staff discretion.

- ☺ Smile and genuine verbal praise from teaching staff. We encourage smiling at County Bridge! We like our staff and children to be happy!
- ☺ Communication to the parents about the child's good behaviour or good learning verbally or via the 'Marvellous Me' app
- ☺ House points
- ☺ Stickers/stamps

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- ☺ Work displayed/shared with others
- ☺ Responsibilities given (classroom/school jobs)
- ☺ Class Reward Points
- ☺ Attendance Raffle Ticket awarded to children for coming to school every day for the whole week
- ☺ Golden Table Rewards ticket given by lunchtime supervisors
- ☺ Target Sheets - individual children may be rewarded for their good behaviour through their 'daily/weekly target' sheet that clearly states what they have to achieve to receive their daily/weekly reward.

### Major Awards

- ☺ **Headteacher Awards in Celebration Assembly for Good Behaviour and Mathematician, Reader and Writer of the Week** - awarded to individuals to mark the outstanding achievement in academic work and behaviour. Children's outstanding work displayed in the main corridor.
- ☺ **School Council's Weekly Behaviour and 'Playleader of the Week' Award** presented in Celebration Assembly
- ☺ **Merit Awards** presented by staff to individuals for outstanding learning across the different curriculum areas.
- ☺ **Bronze, Silver & Gold Awards** are badges presented to children for reaching merit targets at the different levels.
- ☺ **Verbal Praise/Stickers** from other Teachers
- ☺ **Share work with Maths/Literacy Leaders, Assistant Headteacher, Deputy Headteacher and Headteacher**
- ☺ **Class Attendance Rewards** awarded via the weekly class attendance race
- ☺ **100% Attendance prize/certificate** issued termly in a special assembly
- ☺ **Grand Attendance Raffle Ticket Prize: Presentation of Bikes in 3 Categories; Nursery/Reception, Years 1/2/3 and Years 4/5/6.**
- ☺ **Golden Table Reward**, monthly, for 7 children who have been drawn from the Golden Table Rewards tickets awarded by the lunchtime supervisors. The children have dinner with the Headteacher or Deputy Headteacher at the Golden Table and are treated like royalty by the School Council members.

### CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

In rare circumstances where inappropriate behaviour is displayed, we encourage children to reflect, and given the options, make a positive choice to behave in the correct way. When the children make the wrong choice, we help them to understand that there is a consequence for that choice. We also support the children to recognise the correct way to behave.

### Managing inappropriate classroom behaviour

At County Bridge, we have a consistent approach for the management of inappropriate behaviour within the classroom. It is a staged approach, which is followed by ALL members of staff. Staff in the classroom can effectively deal with most inappropriate behaviour exhibited by the children. In rare cases of extreme behaviour, staff may

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require the help and support of other members of staff. In response to this, at County Bridge, we have employed a three-tiered system of behaviour management.

**For behaviours that are appropriate for staff to effectively deal with themselves:**

### **'The Class Consequence Pathway'**

#### **Minor, low-level disruptions**

These are common behaviours, likely to take place in all schools, such as, telling tales, name calling, talking while the teacher is speaking, messing with objects on the table, arguing with another child, etc...

- 1) **Warning** - a discreet and quiet warning given by the teacher to the child to reinforce expectations of good behaviour and make it clear that the current behaviour is unacceptable. This is marked by a tick on the class record.
- 2) **Thinking Table** - following the warning, if the behaviour continues, the child should be asked to go and sit at a quiet table, away from the others for 5 minutes (self-timed, using a sand timer). At the end of this time hopefully the child will be ready and refocused to rejoin the class. This is marked by a tick on the class record.
- 3) **Calm Down Time (CDT)** - when behaviour continues to be in appropriate and previous strategies have not been effective, the child needs to calm down in their partner class for 5 minutes (again self-timed). This is marked by a tick and a comment on the class record.

Being sent to 'Calm Down time' (CDT) must have a follow-up consequence (otherwise children might quite enjoy a little break from the classroom once in a while!). The time needs to be paid back to the teacher at the earliest available opportunity (i.e. break/lunch) to make up for the time/work that they have missed. This must be paid back to the teacher in their classroom and must not exceed 10 minutes.

#### **Managing more severe behaviour**

Verbal or physical abuse from a pupil directed at a child or a member of staff should always be referred to the Assistant Headteacher, Deputy Headteacher or Headteacher, immediately. The teacher should record a detailed account of the event on the child's 'Individual Record of Referral to Deputy Headteacher' sheet. Each time a referral is made, a record of the referral will be kept and they will form a part of the behaviour monitoring system. The Assistant Headteacher will carry out the behaviour monitoring to track the children who are causing concern to ensure appropriate strategies are being fully utilised. These will be discussed and actioned in senior leadership team meetings and parents will be informed.

#### **Repeated Inappropriate Behaviour**

If a child has accessed 'Calm Down Time' twice or more within a short period (morning or afternoon) then they will be referred to the Assistant Headteacher. The Assistant Headteacher will then speak with the child and make them aware of how important it is to make the right choices and then the Assistant Headteacher will implement the appropriate consequences. If a child is referred more than twice to the Assistant Headteacher, within a short period, the child will then be referred to the Deputy Headteacher. The Deputy Headteacher will utilise all available behaviour records to

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discuss, in depth, the child's behaviour with them and their parents. For continuous, repeated inappropriate behaviour, which is proving disruptive to the education of the child or of the other children, a referral will be made to the Headteacher.

### Record Keeping

Class teachers should maintain a 'Class Consequence Pathway Record' to monitor the behaviour of their class. Teaching assistants should also maintain behaviour records on the 'Class Consequence Pathway Record' when teaching small group interventions to ensure consistency in practice and accurate monitoring.

The Assistant Headteacher will decide, following a discussion with the class teacher, whether an 'Individual Consequence Pathway Record' will need to be kept for any child causing concern. When a child is causing concern, it would be the class teacher's responsibility to inform the Assistant Headteacher.

If any child is regularly sent to CDT then it is the class teacher's responsibility to discuss these issues with the Assistant Headteacher, Deputy Headteacher and the Headteacher. It is also the class teacher's responsibility to raise the concerns with the child's parents, either after school or at a mutually convenient time. When meeting with parents, positive news should always be shared and strategies should be suggested to support and promote good behaviour. If, having tried different strategies, behaviour still does not improve then the class teacher will seek the advice of the Assistant Headteacher, Deputy Headteacher and Headteacher.

Behaviour records will be monitored at the end of each calendar month and reported at the next Senior Leadership Team meeting. The analyses will also be shared with staff to look at ways to improve behaviour and diminish regularly occurring incidents for certain children.

### Modified Behaviour Pathway for children in Early Years Foundation Stage (EYFS)

For the younger children in the school, the same approach and positive rewards based ethos exists when managing behaviour. However, it is important to ensure that any consequences administered is appropriate for younger children who may still be developing their sense of right and wrong and defining their personal boundaries within the context of the school:

### Nursery Modified Behaviour Pathway

All children will begin the session with their picture on the Green lillypad.

1. Child receives a verbal warning.
2. Child receives a verbal warning again - Yellow lillypad.
3. Child is taken to the Red Spot where child will reflect on their behaviour for 2 minutes.
4. If poor behaviour persists - Red lillypad - child is taken to a member of staff in Reception. The child will need to sit on the Thinking Spot where they will reflect on their behaviour for 2 minutes before taken back to Nursery.

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## Reception Modified Behaviour Pathway

All children will begin the session with their picture on the Green lillypad.

1. Child receives a verbal warning.
2. Child receives a verbal warning again - Yellow lillypad.
3. Child is taken to the Thinking Spot where child will reflect on their behaviour for 4 minutes.
4. If poor behaviour persists - Red lillypad - child taken to a member of staff in Nursery. The child will need to sit on the Red Spot where they will reflect on their behaviour for 4 minutes before taken back to Reception.

Again, if the child displays extreme outbursts of behaviour then senior members of staff who are known to the children should be involved. Parents will be kept informed at all times as to how their child is developing personally and socially, with both concerns and positive developments highlighted.

## Managing inappropriate break and lunchtime behaviour

Break times are managed and supervised by teaching staff and teaching assistants. Any rare behaviour incidents are investigated and dealt by the staff on duty during the break times so children are ready for learning straight after break. Incidents are recorded in the 'Break time Behaviour' book. When there are no incidents at break time, "No Incident' is logged against the date.

Lunchtimes are managed and supervised by midday supervisors along with the Senior Lunchtime Supervisor. Lunchtimes incidents are investigated and dealt with by lunchtime supervisors during the lunch break and where appropriate consequences are administered so that the teaching staff do not waste valuable teaching time with their class dealing with children who have had difficult lunchtimes. As with break times, when there are no incidents at lunch time, "No Incident' is logged against the date. **All first aid and accident information will still need to be verbally communicated to class teachers by lunchtime supervisors at the beginning of the afternoon session.**

All break and lunchtimes incidents will be investigated with independent witnesses (children and adults) to ensure a full picture of the incident has been formed before the incident is recorded in 'Break time' or 'Lunchtime' book and a consequence is given. Loss of whole lunchtime or any lunchtime exclusions will be at the discretion of the Headteacher and in the event of their absence, the Deputy Headteacher.

Children who behave well at break and lunchtimes are rewarded with genuine verbal praise, house points and stickers, as well as the School Council Behaviour awards.

At lunchtime, the School Council run the 'Golden Table' rewards for well-behaved children as recognised and acknowledged by lunchtime supervisors.

Each time an especially positive behaviour is noted, the lunchtime supervisors will nominate the child for a golden reward ticket which is entered into a draw. At the end of each month, 7 children are drawn from the Golden Box. These children will be special guests at the 'Golden Table' dinner with the Headteacher or Deputy Headteacher. The organisation for this incentive is managed by the School Council. They are also responsible for maintaining and updating the 'Golden Table' display.

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## A staged response to managing break and lunchtime behaviour in KS1 and KS2

| Behaviour Pathway  | Consequence   |                       |
|--|---------------|-----------------------|
|  | Break         | Lunchtime             |
| Warning  | No time Owing |                       |
| Minor incidents of swearing                                    | 5 mins        | 10 mins               |
| Name calling   |               |                       |
| Disrespectful attitude   |               |                       |
| Arguing/pushing/kicking  | 10 mins       | 20 mins               |
| Fight/Racist comments  | Whole break   | Whole lunch exclusion |
| Confrontational and/or disrespectful attitude towards an adult |               |                       |

### Dealing with rare incidents of a more extreme inappropriate behaviour

If a child has an extreme outburst of behaviour (e.g. extreme swearing, inappropriate offensive language, fighting, inciting violence, refusing to follow instructions, deliberately disrupting and or hurting others or any other incident of totally unacceptable behaviour) then an immediate referral to the Deputy Headteacher is required (or to the Headteacher in the absence of the Deputy Headteacher). In most cases of extreme incidents, the child will need to be removed from the situation and playground. The child may need to sit in a quiet room to reflect upon their actions and behaviour whilst the incident is being investigated. In these cases, it may be appropriate for the child to miss more than 1 break/lunch time or even to be excluded if the Headteacher considers the incident to warrant a more serious consequence. In rare cases where more extreme behaviours are displayed such as physically harming another child and or specifically breaking skin and drawing blood, then parents will be immediately informed by the Headteacher or the Deputy Headteacher and a period of exclusion will be given. At County Bridge, extreme and violent behaviour that endanger the safety and well-being of other children (or adults) will not be tolerated. Strategies may be put into place to assist the child in successfully accessing their break and lunch times again.

### 'Target Children' - children causing a high level of concern in extreme cases

As part of our behaviour strategies, following discussion with the Assistant Headteacher, some children causing a high level of concern may be provided with an individual 'target' sheet which will focus on 1 to 3 specific behavioural targets to achieve. Parents will be informed and will also have an opportunity to contribute to the discussion and target setting. The behaviour of these children will be monitored in the first instance by the Behaviour Support Worker and then the Assistant Headteacher. A referral may also be made for Behaviour Support externally and they would become involved in developing and reviewing good behaviour and relationships between the child, parent and school.

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The targets should directly link with the specific and individual needs of the child and would be generated with the class teacher and any other relevant adult.

- ❖ Each child will begin their target sheet with a full quota of stars for each target for each session in the day (including break and lunch times for some children).
- ❖ Each child will have a different target number of stars (depending upon the number of targets they have and on the number of sessions the targets apply to as some children may not have break and lunch time sessions included on their target sheet).
- ❖ The target will be to achieve 90% or more of the total number per day.
- ❖ Depending upon the nature of the difficulty and how the child responds to the target sheet, rewards may either be daily or weekly.
- ❖ Reward will include house points, computer time, board games, art activity etc and will be at the discretion of the Behaviour Support Worker and the class teacher. However, they will need to be enjoyable but manageable.
- ❖ If the child scores less than the target number, they receive no reward.
- ❖ If a child is not achieving their targets on a regular basis then the use of the target sheets will be stopped. Target sheets are intended to encourage good behaviour and positive rewards and not to reinforce failure of any kind.
- ❖ When the child is repeatedly achieving their targets then the targets will be modified to acknowledge their achievements.
- ❖ The impact of the target sheets is reviewed regularly to ensure that the targets are effective for each child.
- ❖ When a child no longer requires a target sheet then the behaviour will continue to be monitored through the general classroom, break and lunchtime tracking.

### **Record-Keeping at break and lunchtimes**

All break and lunchtime incidents, including children receiving a 'Warning', are recorded in the 'Break-time Behaviour' and 'Lunch-time Behaviour' books, with the date, the nature of the incident, who the incident was witnessed by, any other children or staff who have been involved and the outcome, including any consequence that has been given. This ensures precise monitoring of incidents of a similar nature or repeated incidents caused by the same child as well as accurate reporting to parents. All behaviour records are closely monitored by the Assistant Headteacher every calendar month. The report will be shared with the Senior Leadership Team and the Governing Body.

If a child regularly owes time or is having difficulties in managing their behaviour at school, then parents will be involved to discuss positive strategies to enable the child to access their time at school in a more positive way and prevent further disruption to other children who are trying to engage in work and positive play.

### **INTERNAL EXCLUSION in rare cases**

Although County Bridge Primary School is committed to inclusion for all, there is a need, in extreme circumstances, to exclude children from school. However, it is becoming increasingly clear that for some children being excluded from school is an appealing option as many children are allowed to play at home, watch TV or play on their computers.

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We, therefore, operate a system of internal exclusion. The internal exclusion takes place in a secluded part of the school. Due to the circumstances leading to the internal exclusion, it is not meant to be a day for support or individual attention but a punitive day. Although this practice goes against our usual supportive practice and is also hard to maintain, it is important that the child finds this day extremely hard and boring. The child should work independently for most of the day with some guidance only on the nature of the tasks. At break and lunchtime, experience has shown that the child needs a break from the intensive work, so colouring sheets and books are made available. For internal exclusion, the child will arrive at 8:45 am and are escorted into the school by their parent. They are also collected by their parent at 3:00 pm. The child will be supervised by Teaching Assistants during their internal exclusion time. If a child does not conform to the requests from the TAs in the internal exclusion room, the Assistant Headteacher, Deputy Headteacher or the Headteacher will be sent for immediately. In these exceptional circumstances, and at the discretion of the Headteacher, the child may be asked to complete their exclusion at home.

### **EXTERNAL EXCLUSION**

County Bridge Primary is committed to inclusion and providing education for all. As a school, we try to cater for the needs of all children and work closely with parents to support every individual. It is the right of every child to receive high quality education in a safe and secure environment which is conducive to good learning. It is equally the right for all staff to provide that education in a safe and secure environment too. In extreme cases of special need where County Bridge Primary is unable to meet the needs of an individual, such that the child is unable to remain in the shared learning environment, it may be necessary to follow the process of external exclusion.

This is seen as the very last resort only and the school does not wish to undertake this process with any child unnecessarily. However, if their behaviour is very severe, the child may be excluded from the site and work at an alternative educational provision or have a fixed term exclusion. This is at the Headteacher's discretion. A child at high risk of exclusion may have a care plan implemented to include a reduced timetable to re-engage them to become successful in school.

### **FURTHER STRATEGIES TO SUPPORT CHILDREN WHO ARE EXPERIENCING BEHAVIOUR DIFFICULTIES OR FACING EXCLUSION.**

At County Bridge Primary we also offer a wide range of further services and support for whom behaviour is a concern. These strategies can be accessed through further consultation with the Assistant Headteacher, Deputy Headteacher and Headteacher.

The range of services available includes:

Behaviour Support Worker

Health Visitor (for under 5s)

House on the Corner - counselling

School Health Team

CAMHS

Family Support Worker

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External Behaviour Support  
Early Interventions and Inclusions Service  
Reintegration and Exclusions (support schools)  
Speech and Language Therapy (SALT)  
Rushall Inclusion and Advisory Service (RIAT)

Majority of children who have behavioural difficulties will draw single-agency support or multi-agency support through the Early Help process. This is to collaborate with all possible support network to target the support for children and families where it is needed.

### **FIXED TERM AND PERMANENT EXCLUSION in extremely rare circumstances**

If a child continues to disrupt the learning and education for others and themselves and or there is a serious breach of the behaviour policy then a longer fixed term exclusion or a permanent exclusion may be considered.

Permanent exclusions may be considered if the child:

1. has had a range of strategies implemented and support given to meet their individual needs;
2. has seriously breached the school behaviour policy on numerous occasions;
3. is disrupting both their own education and that of the other children too;
4. poses a risk to the welfare of both pupils and staff.

Then, the Headteacher may acknowledge that we have exhausted all available strategies for dealing with the child and that the Headteacher now needs to permanently exclude the child from County Bridge Primary to protect the education and welfare of both themselves and others.

In the case of a serious physical assault, then at the Headteacher's discretion, a child may be permanently excluded immediately.

### **MONITORING and REVIEW**

A summary of this policy will be shared with parents annually and the whole staff.

The Assistant Headteacher, Deputy Headteacher, Headteacher and the Governing Body will review the policy annually.

Reviewed and agreed by Governors:

\_\_\_\_\_ Chair of Governors      Date \_\_\_\_\_

