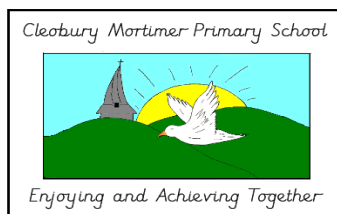


## Cleobury Mortimer Primary School - Positive Behaviour Policy

(Please read in conjunction with our **safeguarding and child protection policy** and our **anti-bullying policy** which can be found in the policies section of our website: <http://cmpschool.co.uk/about-us/policies> )

(Policy Reviewed: October 2022)



Our philosophy is that everyone is responsible for their own behaviour. Our aim in all behaviour management is to enable the pupil to own their behaviour in a way that enables a positive working relationship with the pupil. We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed both socially and academically.

**Although this is the behaviour policy for the whole school, it will be communicated and maintained in an age-appropriate way by the teachers, taking into account the age of the children in each class. It will also be adapted as required for pupils who have been identified with SEND. Our response in these circumstances will be individualised, and pupils may be supported with a Behaviour Care Plan**

**Any behaviour that staff feel is a safeguarding concern will be recorded on My Concern.**

### **Purposes**

To inform all stakeholders about how we manage pupils' behaviour positively in and around school.

To ensure consistency of approach, expectations and actions throughout the school.

To ensure that pupils are clear about the expectations, both for their social behaviour and their learning behaviour.

To ensure a consistent approach to rewards and sanctions across the school.

To encourage pupils' sense of responsibility, independence and self-discipline.

Our whole school approach follows that which is advocated by Bill Rogers (a respected education consultant). He advocates the following as the means to successful management of pupils' behaviour in school:

- Roles responsibilities, rules and routines as a basis for management and discipline
- Non-confrontational focus
- Emphasise behaviour as a choice, emphasise behaviour ownership
- Least to most intrusive management style
- Utilise related consequences
- Develop positive corrective styles
- Promote and support positive behaviour
- Utilise principle of Cool Off Time, support dignified use of time out
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies.

As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils. Pupils, who act as exceptional role models for behaviour and work ethic, will be elected to the school council. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

### **Rights and Responsibilities**

These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

#### **Teaching staff rights**

- to be able to teach without hindrance
- to feel safe
- to be supported by colleagues
- to be listened to
- have access to continued professional development.

#### **Teaching staff responsibilities**

- to enable all pupils to learn
- to seek and celebrate improvements in learning
- to treat pupils with respect
- to create a positive classroom environment in which pupils feel safe and able to learn
- to ensure that all pupils are accessing their curriculum
- to treat each child as an individual

#### **Pupils' rights**

- to be treated with respect
- to be safe

- to learn
- to be listened to

### **Pupils' responsibilities**

- to be willing to learn
- to allow others to learn
- to co-operate with staff and peers
- to try their best
- to behave in an appropriate manner at all times
- be respectful to all members of the school community

### **Whole staff rights**

- to be able to work without hindrance
- to feel safe
- to be supported by colleagues
- to be listened to
- to have access to continued professional development.

### **Whole staff responsibilities**

- to treat pupils with respect
- to create an environment in which pupils feel safe and happy

### **Parents/carers' rights**

- to feel welcome
- to know that their children will achieve well in an environment which is friendly, safe and helpful

### **Parents/carers' responsibilities**

- to encourage and support their child in their learning
- to work with and support the school to develop independence and self-discipline within their child

### **Rules**

The rules help to protect our rights and encourage responsibility. We have basic rules for our classroom and for times that we are out of class. The rules are displayed as behaviour types. The pupils are expected to display green behaviours, and it is for these behaviours that the pupils will be rewarded. The expected green behaviours encourage the pupils to be respectful of themselves and others, take pride in their school environment and to aim to reach their full potential in all that they do.

### **Routines**

These underpin rules and reinforce the smooth running of the school. The more habitual the routines the more likely they are to be used. Pupils will be elected as 'monitors' to help the smooth running of classrooms and lunchtimes. The School Council members and House Captains will also act as role models for all pupils.

## **Home / parent links**

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the school rules through the home school agreement, school website and at parent information evenings. Rewards, achievements and behaviour incidents will be shared with parents/carers as appropriate. Parents/carers should contact the class teacher with any issues or concerns that they have.

## **Choices, consequences and solving conflicts**

Disruptive behaviour and rule breaking will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures.

Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

1. Reminded of the expected behaviours,
2. Given a choice and reminded of the consequences,
3. Given take up time to reflect and make a choice,
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make. The age and needs of the child will be taken into account when considering the expected behaviours and consequences of actions.

Allowances will be made for those pupils with specific needs or certain conditions, and it will be appropriate for some pupils to have their own Behaviour Care Plan (BCP) so all adults who work with the child know and understand their needs. However, there may be reasons for wrong choices but there is no excuse for making wrong choices about behaviour.

The restorative approach will then involve them acknowledging their red behaviour was the wrong choice and they will apologise to those involved.

In Cleobury Mortimer Primary School, 'quiet spaces' can be used by any pupil in need of a quiet atmosphere to help them to calm down.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will target the individuals responsible.

## **Specific Behaviour Needs**

Behaviour Care Plans are written for pupils with significant behaviour difficulties. They are specifically tailored to meet the needs of the individual child and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills; enable their social integration into school and to ensure adults working with the child understand their needs.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

## **EYFS**

When the wrong choices have been made the children will miss some of their choosing or playtime, during this reflective time EYFS staff talk to the children about what has happened and how they can make it better now and in the future.

## **Rules**

The pupils are expected to treat themselves, each other and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the pupils and displayed as green behaviours.

The green, yellow and red defined behaviours will be adapted slightly in terms of the language to ensure that it is appropriate to each Key Stage. In the Early Years and Key Stage 1 this may be represented pictorially.

### **Green behaviour examples could include:**

Looking after our school belongings and keeping school tidy  
Looking at the person who is talking (unless the child has a specific difficulty identified on the care plan)  
Listening to what others have to say  
Choosing the right time to talk  
Letting others get on with their work  
Working collaboratively  
Giving 100% effort  
Having a 'can do' approach  
Showing good manners e.g. holding doors, saying please and thank you  
Taking pride in our work  
Walking around school  
Always making the right choices

### **Yellow behaviours - examples could include:**

- Not listening
- Talking when others are
- Shouting out
- Distracting others
- Rough play
- Running when you are supposed to be walking
- Being unkind to others

- Leaving classrooms untidy
- Not looking after other people's belongings
- Not working as a group when asked
- Not putting 100 % effort in
- Answering back when an adult is talking
- Defacing a piece of work

**Red behaviours - examples could include:**

- Swearing at a pupil or adult
- Shouting at an adult
- Arguing with an adult
- Damaging property
- Stealing
- Using words that are very disrespectful when talking about somebody
- Bullying (please refer to our anti-bullying policy)
- Leaving the school site without adult supervision
- Leaving class without permission
- Persistent disruption of the learning of other pupils
- Breaking other people's belongings
- Graffiti
- Fighting / hitting another person
- Or continuous yellow behaviours

Persistent red behaviours may lead to suspension or exclusion. If the decision is taken to exclude a child, the guidance in the 'Suspension and Permanent Exclusion' document (September 2022), will be followed.

<https://www.gov.uk/government/publications/school-exclusion>

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

**Sanctions procedures**

- 1) (For yellow behaviours) Non-verbal prompt ('The Look') from an adult.
- 2) Positive verbal reminder of what's expected.
- 3) Yellow card
- 4) Time out time in the classroom to allow children to calm down and reflect if they are angry.

- 5) If yellow behaviours persist, then a red card is given, and they miss break time (go into the Nursery snack room for reflection time and restorative work). For red behaviours it is straight to a red card. They may then need time out in the Tulip room to help them calm down before they can then make the right choices. The restorative approach will then involve them acknowledging their red behaviour was the wrong choice and the child will then apologise to those involved.
- 6) Work in another class to help concentration or stop the distraction (telephone call to parents/ carers).
- 7) Speak to SENDCo if there are any concerns which may need further support from outside agencies.
- 8) To Deputy Headteacher (phone call/ meet with parents and class teacher as necessary)
- 9) To Headteacher (phone call/ meet with parents and class teacher as necessary)
- 10) Home- School Target Book and regular meetings with parents/ carers until they are back on track.

**Rewards:**

Stickers

Postcards home

Housepoints

Raffle tickets - for a treat from the 'menu'.

Pupil of the week

Headteacher's Award

**Playground routines**

Pupils should line up quietly at the end of break, ready to come in to learn.

During wet weather, pupils stay in their classrooms.

**Playtime expectations**

All pupils will display green behaviours and enjoy their break-time.

**Lunchtime routines**

When they are called by the lunchtime supervisors, the pupils line up ready to go in for lunch.

Pupils should line up quietly at the end of lunch, ready to come in to learn.

During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

**Staff**

At Cleobury Mortimer Primary, teaching staff on morning and afternoon break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. The class teacher should meet their classes on the playground. This provides lunchtime supervisors with an opportunity to speak to staff about any issues they have dealt with.

<b>Level</b>	<b>Pupil Behaviour</b>	<b>Teacher Action</b>	<b>Extra Support</b>
1 - Green	Pupil respects others, is cooperative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.	Involve colleagues and parents/carers in celebration of pupils' achievements.
2 - Yellow	Largely respects others but has difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others, no homework.	Supportive teachers seek a solution to the problem <b>with</b> the pupil. Reinforce success, 'green' behaviour reminders, class meetings. If the behaviour is persistent then the pupil will receive a yellow warning card and might be asked to work away from peers, spend 5 minutes in Time Out, miss some of break time / playtime.	Informal consultation with class teacher and other colleagues, support staff and parents/carers.
3 Yellow to Red	Persistently violates the rights of others in a minor way. Has continuing but minor problems eg violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in	Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours.	Parents/carers should be contacted.



	class.		
4 - Persistent red behaviours	Continually breaches the rights of others. Regular and serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.	The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a BCP which may involve a report and reward chart may be implemented in accordance with BCP. Persistent breaches of the school's positive behaviour policy may lead to permanent exclusion.	All colleagues aware of the child, the issues and the supporting strategies being implemented.
5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher.	The pupil could be excluded in line with the Dfe 'Exclusion from maintained schools, academies and pupil referral units in England: statutory guidance for those with legal responsibilities in relation to exclusions' Sept 2017	

### Guidance for teaching staff and teaching assistants

#### Type 1 - Low Level Disruption/Work Avoidance

Examples - talking constantly, annoying other pupils around them, doing anything but work, wandering around class.

Some strategies include to try to address the behaviour include:

- Try bringing about a change in behaviour by adapting what's going on in the classroom.

- Put the pupil in places/situations where the problematic behaviour is least likely to occur. Dialogue with the pupil may help to solve the root cause of the problem.
- Focus on the rest of the class, and give positive feedback to the pupils who are behaving appropriately i.e. showing green behaviours and making the right choices (modelling can be a powerful persuader). Rewarding those displaying the green behaviours.
- If working with a particular child or group of pupils, schedule activities to reflect the pupil's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Make targets small and achievable
- Give them a choice. Even though they have a choice it will be your choice. Give clear choices about the decisions they have and the consequences of each. Refer to the green and yellow behaviours
- Give take up time to enable them to make the choice

### **Teaching Assistants - What to do if strategies are not successful:**

If, after attempting all appropriate strategies (see above), the pupil continues to be disruptive and is affecting the learning of the rest of the class then ask the class teacher for support. The class teacher will discuss with you what to do next.

### **Type 2 - Disrupting lesson/activity**

**Examples** - making noises, kicking other pupil's chairs, messing around with other people's belongings,

Some strategies

- Try to determine what the pupil needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the pupil from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).
- Redirect behaviour of the pupil by changing the activity, your tone of voice, or the mood of the activity.
- Determine if the pupil is in need of a break from the regular routines and set up a plan to provide one.
- Give clear choices about the decisions they have and the consequences of each
- Give take up time to enable them to make the choice

### **Teaching Assistants - What to do if strategies are not successful:**

Seek the support of the class teacher if you are in a classroom.

If working outside the classroom, then seek assistance from a teacher in a nearby classroom, ideally the teacher whose lesson they should be in.

Log concerns with their class teacher who can collate evidence and follow the behaviour system as set out in the behaviour policy.

### **Type 3 - High Level Incidents/Risk of harm**

**Examples** - Aggressive rudeness, physical violence, risk of harm to self or others, risk of damage to property, serious and on-going disruption of lesson

Some strategies

- Calm the situation as best as possible using voice and body language
- Remove child(ren) at threat if possible
- Give the pupil space in a safe environment to calm down
- Seek assistance from another teacher / teacher with current PPI training

### **Teaching Assistants - What to do if strategies are not successful:**

Send another child to find class teacher or a member of SLT.

Positive Handling to be used as a last resort and by staff who have received the training.

Next Review September 2023