



Carlton in Snaith Community Primary School

Behaviour Policy

This policy is the statement of aims and strategies for the positive management of behaviour at Carlton in Snaith Community Primary School.

Introduction

The objective at Carlton in Snaith Community Primary School is that behaviour will be outstanding. This will be demonstrated by the following:

- Pupils and staff make an exceptional contribution to a safe, positive learning environment.
- They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
- Pupils and staff show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.
- They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.
- Pupils and staff are consistently punctual in arriving at school and lessons.
- They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.
- They are very calm, orderly and considerate when moving around the school.
- There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties.

Aims

- To work consistently and fairly in the positive management of behaviour
- To encourage staff, children and parents to value good behaviour
- To encourage children to respect themselves, each other, and everyone associated with our school
- To create a school environment which enables children to grow in confidence and self esteem and to take responsibility for their own behaviour
- To develop an atmosphere of mutual trust and co-operation in which children are encouraged to care about each other and our school
- To provide a disciplined and safe framework in which the children can develop their own values, beliefs and personalities
- To involve the children, staff, parents and visitors in discussion which will ultimately provide a consistent and positive approach to behaviour
- To ensure that all children in our care enjoy school and achieve their potential
- To have outstanding behaviour and behaviours for learning

- To create a positive and stimulating learning environment, having high expectations of children's work
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Rights and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that Carlton-in-Snaith Primary School is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Positive Behaviour

Praise is the most powerful form of influencing children's behaviour.

The following aspects of behaviour will be emphasised and praised in order to create an environment which celebrates the positive.

We hope that the children will:

- Listen to and respect the opinion of others
- Understand individual rights i.e. personal space, feelings, property
- Concentrate on their work, enjoy it and be proud of their own efforts
- Appreciate the achievements of others
- Move around the school sensibly
- Talk quietly and politely
- Treat everybody with respect
- Set a good example and behave appropriately out of school
- Look after the school, its grounds and everyone in it
- Take care to ensure that playtimes are safe and enjoyable
- Follow the agreed school rules :
 - Do as directed
 - Chase the Challenge
 - Listen to Learn
 - Talk to task
 - Respect Rights

Promoting Positive Behaviour

To promote positive behaviour we will:

- Identify good behaviour
- Praise behaviour publicly being specific about what was good
- Celebrate children who have demonstrated good behaviour in Special Mention assemblies
- Reward good behaviour appropriately, verbally, privileges, treats etc
- Use circle time, assemblies and SEAL lessons to discuss behaviour
- Include aspects relating to good behaviour in assemblies and across the curriculum whenever appropriate
- Inform parents/carers of noteworthy achievements
- Involve the children at all stages, listen to the children's views
- Adopt a consistent approach and inform supply staff/support teachers of our aims
- Encourage group/school expectations relating to positive behaviour i.e. following the school rules
- Good behaviour at lunchtime will be rewarded by MSAs with a 'top table' ticket
- To show, share and celebrate achievements with other staff

Strategies to support positive behaviour management (not exhaustive) – see Appendix A for additional information

- PRAISE PRAISE PRAISE!
- look for and acknowledge all positive behaviours
- immediate and early intervention to prevent escalation and diffuse potential issues
- positive verbal comments and praise
- reminders
- positive nonverbal signals
- avoid negative attention
- consistency!
- positive comments written in books
- balance of public & private praise
- effective use of tone and volume of voice
- good eye contact
- 'A' grade for everyone' and high expectations for/of all
- effective use of humour
- fresh starts – every day or lesson is new start/a fresh chance to...
- walk and talk what you see (e.g. "I can see Bob working hard...")
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents
- explaining and modelling positive behaviours for learning

Strategies to discourage inappropriate behaviour

- Praise positive behaviours
- Point out good behaviour to emphasise the sort of behaviour that is desirable
- Use non verbal signals, smiles, thumbs up etc.
- Give choices and opportunities
- Clarify and remind children of acceptable behaviour
- Reiterate expectations firmly and clearly
- Outline possible consequences – follow agreed systems e.g. 'Traffic Light' system

Whole school behaviour management

- Each class will have a 'Traffic Light' system with a green, amber and red light. At the beginning of each day each child's name is on the green light.
- A verbal warning dealing explicitly with the unacceptable behaviour will be given.
- If the behaviour continues then the child's name will be moved to the amber light.
- Once on 'amber', if the same behaviour persists a final verbal warning is given. (If there is a different behaviour, then a verbal warning is given)
- If the behaviour persists the child's name is moved to the red light.
- In cases of inappropriate behaviour children's names will be moved directly to red (potentially missing out the amber) e.g. violence or aggression
- At any stage a child may be moved back up to an amber or green light if their behaviour changes for the better. The teacher and/or Teaching Assistant should look for this improvement and make sure that she/he praises it.
- If a child's name is moved to the red light then they will have a playtime 'break stay' which will be held at the next morning or afternoon play. Their name and behaviour will be recorded and their parent or carer will be informed by parentmail or a phone call.
- If a 'red sanction' it is an automatic break stay - parents will be informed by the admin team (usually by parent mail).

All amber and red sanctions are recorded for information.

Apologies

These are to be encouraged when the child actually feels remorseful, not token words.

ACTION IN EVENT OF CONSISTENT/SERIOUS INCIDENTS OF INAPPROPRIATE BEHAVIOUR

If someone has been hurt by another child, staff members will inform parents (either by phone call, parent mail or in person).

Swearing, Physical and Verbal Aggression

Children who racially abuse, swear at, or physically attack another will be reported to the Headteacher (or Deputy Head teacher in the Headteacher's absence) . The following action will be taken:

- Discussion with the child
- Parents informed
- Joint agreement
- Child's behaviour will be recorded in a book to allow monitoring of incidents of serious inappropriate behaviour

Other strategies and sanctions including (e.g. loss of break-times, being sent to work another member of staff, Time-Out, working in isolation, loss of privileges, etc) may be considered and applied.

A child who swears at, physically assaults, or threatens a member of staff may be excluded in accordance with NYCC guidelines.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- deliberate/ intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying is to be treated as a very serious issue and the parents of a child will be informed immediately and a meeting called to discuss the problem. Care will be taken to ensure the safety of all involved. Children are encouraged to report any incidences of any form of bullying. Both bully

and victim must be considered to have individual needs. Persistent bullying may lead to exclusion. NYCC guidelines will be followed.

Physical Aggression

Children who become physically aggressive may be referred to additional support services after consultation with the parents. Their behaviour will be monitored as will the safety of other children. Persistent outbursts of physical aggression may result in exclusion.

In the above cases the school will rely upon published guidance from NYCC/ the Local Authority and upon advice and assistance from Pupil and other agencies.

Exclusions

In the rare event that a child is excluded, NYCC procedures are followed.

Code of Practice

Children who regularly exhibit behavioural patterns which are unacceptable will be monitored using the SEND Code of Practice 2014 as guidance.

Initial Concern, Assessment and Support

The class teacher should refer to SEND Co-ordinator who will give advice and support, liaise with parents and involve other agencies as appropriate.

For further information please refer the SEND policy.

Appendix One : Further Strategies to help children 'Stay on green'

It is important that children recognize that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive method of positive redirection will help to ensure that children are encouraged to make right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasizes attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behavior.
- Behavioural direction
Use name to initiate attention, focus on behavior required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'what is our rule for?'
- When.....Then
Keeps focus on the desired outcome whilst allowing pupil to see next steps.
- Partial agreement
Partially agree and redirect. Keep focus on required behavior do not get into discussion. I understand that you feel/think.....but I would like you to....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'what', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.