

**Where Learning is Fun!**

**CULCHETH COMMUNITY PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

At Culcheth Community Primary School we are committed to creating a positive atmosphere where everyone is valued and good behaviour is expected. We believe in an ethos of mutual respect.

We are very proud of the fact that our pupils display exemplary behaviour and attitudes.

Our Home/School Agreement gives explicit details of our expectations and pupils, parents and staff are expected to sign this.

Our pupils play an active part in formulating school, classroom and playground rules and staff reinforce positive messages on a regular basis.

Good behaviour is acknowledged through the traffic light system and in Commended Assemblies. Individual classes also have their own reward systems – such as marbles in jar, pupils of the day etc.

As a staff we must be fair and consistent in our dealings with pupils and ensure that the rules are interpreted in the same way by everyone.

#### Inappropriate behaviour

Inappropriate behaviour will not be tolerated and must be dealt with immediately. Sanctions will include withdrawal of break time (Thinking Time), working in isolation, removal from the classroom, letter to parents, fixed term exclusion or permanent exclusion.

#### Bullying

All forms of bullying are totally unacceptable in school and will be dealt with promptly and appropriately.

Sensitive and professional judgments need to be used to reassure the victim and the perpetrator will also need counseling to modify his/her behaviour. (See Bullying Policy).

#### Relationships

We need to retain positive relationships with everyone. Our expectations of and responses to children and adults have a tremendous effect on their attitudes, behaviour and self esteem.

We try to avoid confrontational situations as we realise that this does not give the child an exit route. Instead we try to diffuse an imminent disruption by diverting the child’s attention and we use positive persuasion to give the child a way out, once they have backed themselves in a corner.

We reinforce the idea that the child’s actions are the result of the choice that he/she makes.

**Action to avoid disruptive behaviour**

We always have at least 2 members of staff on duty on the play areas whenever the children are playing. During the lunchtime play a Midday Assistant is responsible for supervising each play area. At wet playtimes the teachers remain in their own classrooms covering colleagues to allow for comfort breaks**. Please remember the safety of the children is paramount.**

Each class has wet play activities and the children need to be trained to choose activities that are reasonably quiet and can be carried out sitting at a table. This is a leisure time for the children and they should feel free to use the toilets during breaks.

Playtime

To encourage good behaviour at the end of playtime, the children stop on the blowing of a whistle and stand still. They line up quietly when a second whistle is blown. The best line each week gets a short extra playtime (5 minutes) on a Friday lunchtime.

#### Parental Involvement

It is particularly important that parent and staff work together on behaviour issues. Parents need to informed as early as possible when dealing with related incidents of a particularly serious nature. If a child requires an IBP (Individual Behaviour Plan) then this is shared with parents and agreed before implementation.

Any actions taken by staff must be perceived as fair and we must make every effort to gain parental support for any remedial action. At all times our dealings with parents must be professional, polite and positive.

If any parent becomes aggressive or offensive, try to move away from public areas towards the Heads Office. Staff who are in the proximity should send for a senior member of staff. If a parent refuses to be guided, walk in the direction of the Head’s Office and the parent will almost certainly follow.

#### Dealing with problem behaviour

It is essential when dealing with pupils and parents that we are professional and that we leave no room for misinterpretation of any situation.

If a child does not respond in an appropriate way and persistently displays behaviour that is unacceptable it may be necessary to place that child on the Special Needs Register, and an I.B.P (Individual Behaviour Plan) will be put in place.

If there is a serious incident (i.e. swearing or fighting) a blue slip will be issued immediately.

#### Rewards and Sanctions

#### Rewards

Verbal Praise

Stickers

Praise from the Key Stage Co-ordinator

Praise from the Headteacher

Commended Assembly

Golden Time

Person of the day/ Person of the week

Special postcards home

Diary Teddy

Midday assistants may also reward children with special lunchtime stickers /

record names in a book to inform the teachers.

Smiley Face stamp in stamper keeper card – approximately 6 per class per day

If a child gets 8 stamps they will receive a ‘Bronze Award’, 20 – ‘Silver Award’ and 44 – ‘Gold Award’.

#### Sanctions

Traffic Lights!

In every classroom there are two sets of traffic lights. One coloured red/amber/green and one silver, gold, ‘yellow slip’. Children are encouraged to behave well and move their name card in to silver, gold and ‘yellow slip’. If children choose not to follow the school rules then they:

1) Move their name into green – consequence 5 minutes of playtime lost (in classroom)

2) Move to amber- consequence 10 minutes of playtime lost (in classroom)

3) Move to red – this means ‘Thinking Time’ for 15 minutes at the start of the

next lunch time. A member of the leadership team will discuss the main

issues with the child using a prompt sheet.

4) A blue slip goes home to parents explaining what has happened. This is

signed by the parent and returned to school (a serious incident also

means a blue slip – such as swearing/ fighting).

5) Sent to head teacher. This is a final resort if behaviour is threatening or dangerous.

**Homework**

If a child fails to complete their homework or misses having their reading record signed the class teacher can request a text to be sent home – if this does not improve over 2 weeks the teacher should contact the parents to discuss reasons behind not completing homework and to offer the chance of joining the Homework club.

Children may be asked to miss part of their break or lunchtime to complete missed work in class with adult supervision.

If after this initial contact there is no improvement, the teacher should speak to the Head teacher who will then request a meeting with the parents.

**Dangerous behaviour**

Each class has a red card with their class name on it which can be sent to the Head teacher or the school office in case of emergency. This will trigger an immediate response with an adult coming directly to the classroom to offer assistance.

This card should be used in medical emergencies and when dangerous or threatening behaviour occurs.

##### Class Targets

Each week teachers and the head teacher decide if a class can move towards the centre of the target in the hall. When a class reaches the centre – every member of the class receives a stamper card star stamp.

**Positive Verbal Praise**

Try to vary the way you praise children. If you say “Well Done” all the time children will soon realise that this is not a valuable praise.

That’s an excellent piece of work

Thank you

Superb

Great

Congratulations

Well Done

You are a credit to …………

You are working really hard

You are doing really well

**REMEMBER PRAISE to CRITICISM RATIO 4 : 1 minimum**

Children need positive unconditional language

Children experiencing difficulties with behaviour or academic achievements need affirming messages

I want to learn

I can learn

I will learn

I am successful in overcoming obstacles

I will improve all my skills today

I will succeed today

Learning is enjoyable

I am relaxed and ready to learn.

***Using Reasonable force – Taken from DFE documents 2011***

**1 What is reasonable force?**

(i) The term ‘reasonable force’ covers the broad range of actions used

by most teachers at some point in their career that involve a degree

of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range

from guiding a pupil to safety by the arm through to more extreme

circumstances such as breaking up a fight or where a student

needs to be restrained to prevent violence or injury.

(iii) ‘Reasonable in the circumstances’ means using no more force than

is needed.

(iv) As mentioned above, schools generally use force to control pupils

and to restrain them. Control means either passive physical

contact, such as standing between pupils or blocking a pupil's path,

or active physical contact such as leading a pupil by the arm out of

a classroom.

(v) Restraint means to hold back physically or to bring a pupil under

control. It is typically used in more extreme circumstances, for

example when two pupils are fighting and refuse to separate

without physical intervention.

(vi) School staff should always try to avoid acting in a way that might

cause injury, but in extreme cases it may not always be possible to

avoid injuring the pupil.

**2 Who can use reasonable force?**

(i) All members of school staff have a legal power to use reasonable

force2.

(ii) This power applies to any member of staff at the school. It can also

apply to people whom the head teacher has temporarily put in

charge of pupils such as unpaid volunteers or parents

accompanying students on a school organised visit.

**3 When can reasonable force be used?**

(i) Reasonable force can be used to prevent pupils from hurting

themselves or others, from damaging property, or from causing

disorder.

(ii) In a school, force is used for two main purposes – to control pupils

or to restrain them.

(iii) The decision on whether or not to physically intervene is down to

the professional judgement of the staff member concerned and

should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of

situations where reasonable force can and cannot be used.

2 Section 93, Education and Inspections Act 2006

**Schools can use reasonable force to:**

* remove disruptive children from the classroom where they have

refused to follow an instruction to do so;

* prevent a pupil behaving in a way that disrupts a school event or a

school trip or visit;

* prevent a pupil leaving the classroom where allowing the pupil to leave

would risk their safety or lead to behaviour that disrupts the behaviour

of others;

* prevent a pupil from attacking a member of staff or another pupil, or to

stop a fight in the playground;

* restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

use force as a punishment – **it is always unlawful to use force as a**

**punishment.**

In deciding what is a serious incident, teachers should use their

professional judgement and also consider the following:

* the pupil’s behaviour and level of risk presented at the time of
* the incident
* the degree of force used
* the effect on the pupil or member of staff
* the child’s age

**What happens if a pupil complains when force is used on them?**

(i) All complaints about the use of force should be thoroughly, speedily

and appropriately investigated.

(ii) Where a member of staff has acted within the law – that is, they

have used reasonable force in order to prevent injury, damage to

property or disorder – this will provide a defence to any criminal

prosecution or other civil or public law action.

(iii) When a complaint is made the onus is on the person making the

complaint to prove that his/her allegations are true – it is **not** for the

member of staff to show that he/she has acted reasonably.

(iv) Suspension must not be an automatic response when a member of

staff has been accused of using excessive force. Schools should

refer to the “Dealing with Allegations of Abuse against Teachers

and Other Staff” guidance where an allegation of using excessive

force is made against a teacher. This guidance makes clear that a

person must not be suspended automatically*,* or without careful

thought.

(v) Schools must consider carefully whether the circumstances of the

case warrant a person being suspended until the allegation is

resolved or whether alternative arrangements are more appropriate.

(vi) If a decision is taken to suspend a teacher, the school should

ensure that the teacher has access to a named contact who can

provide support.

(vii) Governing bodies should always consider whether a teacher has

acted within the law when reaching a decision on whether or not to

take disciplinary action against the teacher.

(viii) As employers, schools and local authorities have a duty of care

towards their employees. It is important that schools provide

appropriate pastoral care to any member of staff who is subject to a

formal allegation following a use of force incident.

**9 What about other physical contact with pupils?**

(i) It is not illegal to touch a pupil. There are occasions when physical

contact, other than reasonable force, with a pupil is proper and

necessary.

(ii) Examples of where touching a pupil might be proper or necessary:

a. Holding the hand of the child at the front/back of the line when

going to assembly or when walking together around the school;

b. When comforting a distressed pupil;

c. When a pupil is being congratulated or praised;

d. To demonstrate how to use a musical instrument;

e. To demonstrate exercises or techniques during PE lessons or

sports coaching;

f. To give first aid.

This policy will be reviewed annually by all school staff in the September Inset each year