

Crossacres Primary Academy
Policy and Behaviour Management Guidelines 2015-2016



Crossacres Primary Academy

This policy should be read alongside "Use of reasonable force" DFE and "Dealing with allegations of abuse against teachers and other staff." It will also be brought to the attention annually for all pupils and staff to understand and adhere to

"Effective managers are distinguished by their success in preventing problems arising in the first place rather than by special skills in dealing with problems once they occur." Brophy 1983

School Behaviour Management Aims

- To promote good behaviour, self- discipline and respect for themselves and others.
- To enable children to learn without disruption.
- To enable teachers to teach without disruption
- To have consistent strategies used throughout the school.
- To involve parents in the management of their children's behaviour.
- To provide a framework in which children feel secure.
- To reward and reinforce good behaviour both within and outside the classroom. To expect this good behaviour to continue when pupils are not at school or under the lawful control of members of staff.
- To involve all staff in the process of managing behaviour.

Use of Reasonable Force, DFE advice for Head teachers, staff and Governing bodies

"Teachers or staff given responsibility by the Head teacher will have the right to physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed. This statement includes children with SEN or disabilities; given the member of staff has information and understanding of the needs of the pupil concerned. "

Searching pupils (Behaviour and discipline in schools advice to Headteachers 2014).

In the interest of health and safety pupils and their belongings may be searched in school if members of staff think they are hiding “prohibited items” that could harm others in any way.

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1. Responsibilities

The main responsibility for managing children’s behaviour lies with the individual class teacher. Colleagues and school leaders must support teachers in addressing issues in behaviour management but no teacher has the right to abdicate their overall responsibility for their children in their charge.

It is the responsibility of all staff, including site managers, secretaries and lunchtime organisers to support colleagues in carrying out our behaviour management guidelines.

2. Teaching

While some children can present extreme behavioural issues because of outside factors, behaviour management is linked significantly to the quality of the teaching and learning provided. Where learning experiences are well structured and meet the needs of the individual child then disruptive behaviour will be reduced.

To achieve this, teachers should:

- Provide a variety of teaching styles and approaches for different lessons including drawing on aspects of accelerated learning and challenge.

- Use a range of strategies that may include brain breaks, brain gym and music.
- Match work to children's needs and abilities.
- Ensure their classroom environment is conducive to effective organisation, learning and behaviour management.

3. Routines

School Routines and Classroom Organisation

All teachers should have high expectations, routines and organisation within their classroom. These should be taught and explained to the children and periodically revisited. These routines should include:

- Beginning and end of the day
- Clear routines for changing for PE and games
- Clear routines for the distribution and handling of equipment
- Clear routines for the start and end of learning activities
- Sanctions and rewards for good and bad behaviour

Common school routines

It is essential that all staff adhere to common daily routines.

Entry in the morning

Foundation unit:

- In the Nursery children are brought in by an adult at 8.40am. They will then help them find and write their name and settle them on the carpet with their key worker.
In the Reception class the same routine is followed with the children and their Parents, these children will be settled with their teacher or T.A. on the carpet in their class.

Key Stages 1

- The children may be taken to the French doors of the classroom at 8.40am when the school opens its doors to accept them.

Key Stage 2

- The children may be taken into the playground whilst they wait for the quadrangle door to be open (or in the instance of the mobile classrooms the classroom door to be

opened) at 8.40am. The quadrangle door will be supervised by a member of SMT or a member of staff.

Parents and Carers are discouraged from entering that way in the morning as the teacher is already busy with the children. However messages may be passed to the teacher either through the member of staff on the door or through the front office.

Please note the school gates do not open until 8.30am they will be supervised by a member of staff until 8.40am. There is a Breakfast club that opens at 8.00am for children who may need an early start.

- Children should quickly hang their coats up and put lunch boxes in the box provided.
- Staff should provide the children with a morning focus so that they settle with the minimum of fuss.
- Registration will begin at 8.50 and must be completed by 9:00.

Leaving the Classroom or Teaching Area during lesson time

Foundation Unit:

During carpet session's children must put their hand up to ask for the toilet. The teacher or TA must ensure that no more than 2 children at a time leave the carpet area. They should use their discretion in ascertaining genuine toilet usage but if in doubt should always allow a child to go.

Key stages 1 and 2

Children should be discouraged from leaving the classroom during lesson time. If a child has to leave they must take a band with them. Only one child should be allowed to go to the toilet at any time. They should be expected to return quickly with the minimum of disturbance.

Any child who needs to go to the toilet must be allowed to go without punishment.

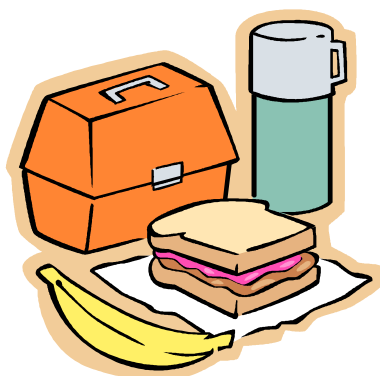
Playtimes and Lunchtime

Children should have sufficient time to clear away sensibly. They should be trained by the teacher to do this quickly, quietly and safely. Children should put their coats on in the corridor and then line up inside the classroom.

In KS1 the children should be reminded that they should go to the toilet during playtime.

In KS2, Years 3,4,5 and 6 children should go to the toilet during playtime.

At the end of playtime or lunchtime a whistle will be blown. The first whistle means stand still, the second means line up quietly. The children will be expected to quickly put the equipment they are playing with away on their way to the line. The children are then collected by the teachers and TA's and walked into school by the agreed entrance.



Lunchtime in the Foundation Unit Nursery

The children have their lunch in the Nursery classroom. The lunchtime organisers who take the children to first dinner will collect their groups at 11.50am to wash hands. They will then have their lunch whilst the rest of the children go out to play. The second sitting children will go out to play first then will be brought in to wash their hands and have their lunch.

Reception

The lunchtime organisers should lead the first sitting children to the toilet areas and ensure that the children have washed their hands. This class will then line up and walk in an orderly manner to the

dining room. This will be repeated for the second class of children. The third class will go out to play first and then will follow on as for the other two classes.

Moving Around School

When staff move children around school they must ensure that the children walk in a line in a sensible, quiet and safe manner.

Teachers must position themselves where they can see all parts of their class.

Children should be told clearly the stopping points where they must wait.

Exit at the end of the day

In the Nursery the children will sit with their key worker in their own area. The adults picking them up will stand at the door and the key worker will call the children to meet them.

In the Reception classes the children will sit with a member of staff whilst the other member of staff calls the children to the door as the adult comes to pick their child up.

In the rest of the school at the end of the day the routine is similar to the routine at playtime. Once the children have got their coats on they should be taken through the appropriate door. All K.S.2 children should be taken to the playground by their staff member and dismissed from there.

Years 1 and 2 can dismiss the children from their classroom doors as the parents arrive.

Staff should remain with their children until they have been collected.

In year 5 and 6 Parents/Carers may have made the decision to allow their children to walk home on their own. A letter should be sent in to school requesting this.

No child should be allowed to go back to the classroom unsupervised. In an emergency, teachers should ask a colleague to cover their children while they take the child back to the class.

If a child has not been collected by 3:25pm teachers should endeavour to contact the parent, write the child's name in the late

collection book and then hand over responsibility to a senior member of staff.

It is vital that all staff adhere to the same school routines. Failure to follow them will encourage disruption.

4. Relationships

Staff – Pupil Relationships

The following points are ones that staff need to act on when dealing with children they are working with:

- Avoid gut reactions, take your time (even a few seconds)
- Avoid making empty threats
- Don't over react – your reaction may reinforce the behaviour
- Avoid confrontation
- Be human- if you are wrong apologise
- Be human- use a sense of humour to defuse some situations
- Be a leader – if you don't, your class will find one
- If one strategy doesn't work, try another
- Avoid painting yourself (or the school) into a corner
- Avoid setting unattainable standards of behaviour that children cannot achieve
- Treat the children as you would expect your own to be treated
- Be positive and friendly, encourage the development of mutual respect
- Know your children well
- Establish clear, realistic parameters

- Promote individual success in children
- Be aware of moods – intervene early to head off a crisis
- Avoid labelling children
- Be calm when confronted by disruptive behaviour
- Record disruptive behaviour, in the class behaviour log

Staff – Parent Relationships

- Involve Parents in productive roles within your class where possible
- Avoid confrontation
- Record meetings
- Listen don't patronise
- Be aware of home situations
- Inform parents about positive achievements as much as difficulties
- Encourage and support parents in modelling positive behaviour and praise
- Provide training for parents on behaviour management
- Use questionnaires etc to obtain parents views
- Encourage open relationships with parents
- Obtain agreement within staff as to when and how to be informed e.g. over behavioural issues
- If a difficult situation arises, involve the Headteacher or Deputy, it is not an admission of failure

Staff – Staff Relationships

- Be helpful and supportive of each other
- Be friendly and open
- Ask peoples opinions
- Follow line management procedures
- Communicate effectively

5. Anti-Bullying

At Crossacres we are committed to providing a warm and caring environment for all our children so that they can learn and play in a relaxed and secure environment. The aim and implementation of our policy is to provide guidelines for identifying, and taking appropriate actions to deal with any incidents thereby creating an ethos where bullying is totally unacceptable.

Please read our Anti-bullying policy for further detail.

6.Rights

We must recognise that children have rights, which must be respected. The list below is taken from the UN code of children's rights:

- I have the right to state my own needs and set my own priorities
- I have the right to be treated with respect as an intelligent, capable and equal human being
- I have the right to express my feelings
- I have the right to express my opinions and values
- I have the right to say no or yes myself
- I have the right to make mistakes

- I have the right to change my mind
- I have the right to say “I don’t understand” and to ask for more information
- I have the right to ask for what I need
- I have the right to decline responsibility for other peoples problems
- I have the right to deal with others without being dependant on them for approval

7.Rules

Golden Rules

- **Do** be gentle, **don’t** hurt anybody.
- **Do** be kind and helpful, **don’t** hurt people’s feelings.
- **Do** be honest, **don’t** cover up the truth.
- **Do** work hard, **don’t** waste or damage things.
- **Do** look after property, **don’t** waste or damage things.
- **Do** listen to people, **don’t** interrupt.

Class Rules

Every class will have a set of class rules that have been negotiated annually by the teacher and children. These must be phrased positively “We will....” rather than “Don’t...” These must be prominently displayed and be revisited at least once a term each year.

8. Rewards & Consequence

The schools behaviour management will not be effective without the use of a wide range of rewards. These should be for both the individual and the class. Rewards must generally outweigh sanctions by a ratio of at least 3 to 1.



Golden Time:

Each week on a Friday afternoon the whole school will take part in Golden Time. This is a very special time to reward the children for following the school and class rules all week. During Golden Time the children can take part in special activities that they really enjoy doing, for example special art work, construction kits or games. At the beginning of the week the children sign up to the activity they would like to take part in so they can look forward to it. If the children keep the schools Golden rules all week they will get their full 30 minutes of Golden time.

Individual:

Every child must have a sticker chart with 25 places to be filled. Children who present positive behaviour or good work will get a sticker, and if they get 25 stickers they will get a bronze award in the achievement assembly. This process will be repeated for silver, gold and platinum awards. The children's names will be displayed.

Group awards:

Positive behaviour should be rewarded by the teacher by house points. The house points will be collected up each week to find the winning house and this will be announced in awards assembly. The winning house for the year will receive a small prize.

Other Awards

- Key stage 1 classes may choose star of the day.
- If teachers have other reward systems in their class that they want to continue with they may do so. These systems must be in addition to the ones they identified above.

Whole School Assembly

A whole school assembly will be held on Monday morning to celebrate children's achievements for the Reception classes to year 6. In this assembly the following children and groups will be recognised:

- One child from each class will be chosen as "Pupil of the week". This child will receive the red jumper for one week and will be praised or/and show the work.
- Children who have won Bronze, Silver, Gold etc awards will be presented with their certificate.
- House points will be given out for the four houses.
- Classes who exceed the school target for attendance have a number of awards
 1. The classes who exceed the school attendance target are awarded 10 minutes extra play.
 2. The class that gets the highest attendance get 20 minutes extra play.
 3. 100% attendance and no lates for the week results in all children in that class being given their choice of McDonalds.
 4. A weekly prize draw for individual pupils with 100% attendance and no lates plus a box of chocolates for the winners carer.
 5. Each week classes get points for 100%, 99% and 98% attendance with no lates for a whole week.
 6. The half term League winners receive a McDonalds/ popcorn /video party.
 7. Attendance certificates are given out each half term with grading according to the classes attendance including Nursery children).
 8. Every child who has 100% attendance for the year is invited to the Airport party.
 9. Children who achieve 100% for the first half of the academic year are entered into a draw for the Santa Flight.

Please see Attendance policy for sanctions.

- Birthday stickers will be presented to the children who have a birthday during that week.
- From time to time there will be extra rewards and certificates linked with current practice.

The class teacher will invite parents/carers to this assembly.

Other rewards

Teachers who operate their own award systems can continue to do so but must also use the rewards detailed above.

Children who behave exceptionally well for canteen and lunchtime staff will be given stickers.

The Foundation unit will continue to operate their existing rewards but will ensure that the pupil of the week and other rewards will be used.

Criteria For Rewards

- Effort
- Politeness
- Co-operation
- Helpfulness
- Honesty
- Kindness
- Responsibility
- Sharing
- Working Quietly
- Good Work
- Responding Positively to Instructions
- Positive Behaviour

This is not an exhaustive list. All positive behaviour must be rewarded

Consequences

The school will operate a system of consequences. These are to be used as a last resort, rather than a first resort.

Assertive Discipline

As part of our commitment to a positive social and learning environment the school uses the “Assertive Discipline principles”.

Basic principles

- Give an instruction.
- Praise 1 or 2 children who are doing it.
- In an assertive way without shouting tell the child to comply.
- Always give the child an opportunity to comply.
- If the child fails to comply explain briefly why you are carrying out the consequence, then do it.

Please note in particular points two and three. If these are not used it is not assertive discipline.



Behaviour Management Guidelines or traffic light system

Step 1:

When a child misbehaves the child receives a warning to remind them of the consequences of unacceptable behaviour

Step 2:

If the behaviour persists their name is placed on the green traffic light. The child will also be asked to move seats.

Step 3:

If the behaviour persists the child's name is placed on the amber traffic light. The child then misses 5 minutes of Golden time at the end of the week. During this time they sit quietly in the class while the rest of the children enjoy Golden time.

Step 4:

If the behaviour persists the child is moved to the red light and is sent to the partner class for the rest of the day. The incident is recorded in the class behaviour log.

Criteria for placing children on traffic lights

Answering back

Aggressive behaviour

Lying

Refusing to answer

Rudeness

Moods and tantrums

Disruption of work

Refusal of work

Refusal to carry out reasonable instructions

Lack of co-operation

Refusal to share school resources

Retaliation

Repeatedly not listening to instructions

Repeated use of avoidance strategies

Name calling other than racist name-calling

Damaging work

Throwing things

Repeated interruption

Severe Clause

If a child commits a severe clause offence the Head teacher/ Deputy Head teacher/ assistant Head teacher will become involved with the child and their parents/carers.

The Head teacher/ Deputy Head teacher/ assistant Head teacher will work with the class teacher to decide the next steps.

Criteria for Severe Clause

Violence

Swearing at adults or children

Defiance/repeated cheek to adults*

Bullying

Racism

Leaving school without permission

All staff will be involved in supporting colleagues when children are sent from their class.

Red light consequences

If a child receives a second red light in half a term the class teacher will send a letter home.

If a child acquires their third red light their parent will be asked to attend an interview with the class teacher and Assistant Headteacher for that department. At this stage a child must be put on a yellow school behaviour diary.

If a child gains a fourth red light the parents will be asked to attend an interview with the Head/ Deputy Headteacher. The child will be given a Headteacher's red behaviour diary. At this stage the child will be put on one day seclusion in their partner class. They will also stay with that class for lunch and playtimes. He or she will also report to the Headteacher/ Deputy Headteacher for that department with his/her behaviour diary at the end of the morning and afternoon sessions.

If a child receives a fifth red light they will spend the rest of that day in their partner class. They will lose their break time and be supervised by a member of staff. They will have their lunch in the Time Out club with SMT or a member of staff and be returned to their own class at the end of the day. The child will then take a letter home explaining that they will be in seclusion with a member of staff the next day. The Parent or Carer will bring the child to the front entrance and will also pick their child up from there. Breaks will be taken at a different time to the rest of the school and lunch will be in Time out. There will be an opportunity for the child to talk about his unwanted behaviour and how to improve matters.

If a child receives a sixth red light within the half term the child will be given a two day EOTAS (education other than at school) exclusion. This means parents/ carers are informed that the child will be taught in seclusion (in a room by themselves with a member of staff) for the morning. They may have their break after all the other children have had theirs. They are allowed to eat their lunch and then must be picked up by their parent/ carer with pre-prepared work that their parent/ carer must undertake to complete with the child in the afternoon. The next day the work will be marked by the class teacher and the day is repeated.

If the behaviour persists or there are extremes of aggressive, violent behaviour within the half term the child may be reduced to a part time timetable or be excluded. Extra support would be sought via the PRU Outreach. Please see paragraph below SEN and behaviour management.

All traffic lights must be recorded in the class behaviour log.

Breaktime and Lunchtime

If the children misbehave during playtime break, members of staff may use the Time out lunchtime sanction. The member of staff must inform a member of the SMT so arrangements can be made. Activities during time out may vary from reflecting on the child's poor behaviour, writing letters of apology, making a positive contribution to the whole school or other appropriate actions.

Traffic lights are not used as a sanction during break time or lunchtime.

Welcome Room

Our pupils have access to a Welcome room where social, emotional and behavioural issues and strategies to deal with these issues can be discussed enabling the children to develop.

Foundation Unit

The foundation team will follow a similar traffic light system but will speak to parents/carers at the end of the day if a child is put on the traffic light. Foundation staff will need to think carefully about what are appropriate consequences for very young children and will need to implement them sensitively.

9.Support

Parents/Carers

Our starting point will be that parents are the child's primary educator and this first line of support must be involved at the earliest opportunity when behavioural issues occur. To achieve this, teachers will approach parents both informally and formally. It is better to make contact with parents before children start to receive red lights.

Parents will be informed about positive behaviour as well as misbehaviour

SEN and Behaviour Management

Children who repeatedly present behaviour problems will initially be recorded in class Behaviour Management File. If the combination of rewards and consequences described above do not change the unacceptable behaviour then consideration will need to be given to putting the child on the special needs register and an individual behaviour programme (IBP) will need to be prepared for them.

Teachers will be asked to log all incidents involving specified children. This will be to provide evidence should social services, EWS or Pupil Referral Service become involved.

Children who continue to present disruptive behaviour will be moved to school action plus of the stage of procedures at which time decisions on whether to refer them to another service such as the Educational Psychology Service will need to be made.

Children who are judged to be in danger of a permanent exclusion or are causing ongoing concern will be referred to specialist behaviour support e.g. PRU outreach behaviour support workers.

The Foundation Unit has an important role in the early identification of children who may subsequently present behavioural difficulties. Our aim must be the early identification and support for these children.

Outside the school grounds

The school takes seriously any allegations of bad behaviour reported outside the school. This includes supervised school trips and visits. Other behaviours reported to the school that may bring the school's good name and reputation into disrepute or threats of bullying against pupils or members of the public will be investigated and dealt with appropriately. Parents will be involved and sanctions may follow as a result. In the event of bullying the children will follow the "no blame approach" to solve the issue.

Malicious Allegations

Malicious accusations against members of staff in the school will not be tolerated. All incidents will be thoroughly investigated and appropriate sanctions put in place.