

Cross Gates Primary School

Policy for

Positive Behaviour

'Encouragement is oxygen to the soul'
George M Adams

Mission Statement: Aspire, Learn, Succeed

One of the aims at Cross Gates Primary School is to create an inclusive environment where all children can feel safe and have the opportunity to work to the best of their ability in all areas of school life. Expectations are high but the rules are few and are intended to cover the children's behaviour towards peers, adults, property and to make everyone aware of safety, encouraging a positive attitude towards school life.

This policy is designed to promote a consistent approach to positive behaviour in school and is used by *all* adults.

School Rules:

1. We always walk in school
2. We do as we are asked the first time
3. We keep our hands and feet to ourselves
4. We are kind, polite and helpful at all times
5. We look after our belongings carefully

Staff will explain and discuss the rules with children as a reminder of expectations and in the context of real life examples. Praise is the major reward for good behaviour. The rules are displayed in prominent places around school eg, corridors and classrooms. Regular assemblies are used as opportunities to reinforce good standards of behaviour.

Classroom Rules:

- a. A quick and calm start to the day and sessions is essential to good classroom management
- b. The basic ground rules of the classroom may be implicit but by stating them as rules we can make them explicit in a shortened form for the children
- c. In addition to general classroom rules there are rules which apply to specific activities eg, PE rules, provision safety rules
- d. To be effective, the rules must be reasonable and make demands which are appropriate to the children's ages and skills. They must also be relevant.
- e. Children must take ownership of the rules and be part of the process of formulating them.

Modelling:

Staff have a high status with the children and their behaviour is likely to be imitated. By behaving in certain ways the teacher cues these behaviours in the children. By talking quietly and making positive rather than negative comments, the teacher provides the model of behaviour.

In certain circumstances, the behaviour of the children will act as a model for others to imitate. It is important to stress that a child's behaviour should be focused on and not the child themselves. We must avoid labelling the child as 'good' or 'bad,' but focus on the behaviour not the child. Behaviour is a form of communication and a symptom of an underlying issue.

Rewards:

We emphasise the positive aspects of praise and reward. Good conduct is based on mutual respect. Everyone has a positive contribution to make.

- ✓ Praise, smiles and jokes all serve as positive reinforcement.
- ✓ Thank children individually for appropriate behaviour, praise at every opportunity
- ✓ Acknowledge the ordinary and the extra-ordinary
- ✓ Children are encouraged to show good examples of work to other adults
- ✓ *Examples include; progress in reading, excellent work, doing your best, kind and helpful, handwriting, sports*
- ✓ Gold Book – certificate of merit in assembly & praise read out
- ✓ *Examples include showing respect for people and property, good behaviour, trying hard, positive attitude, 'special' category, progress in reading*
- ✓ 7R Smileys and Team Points
- ✓ Children start on 'Good to be Green' and may move to 'Great to be Gold.'

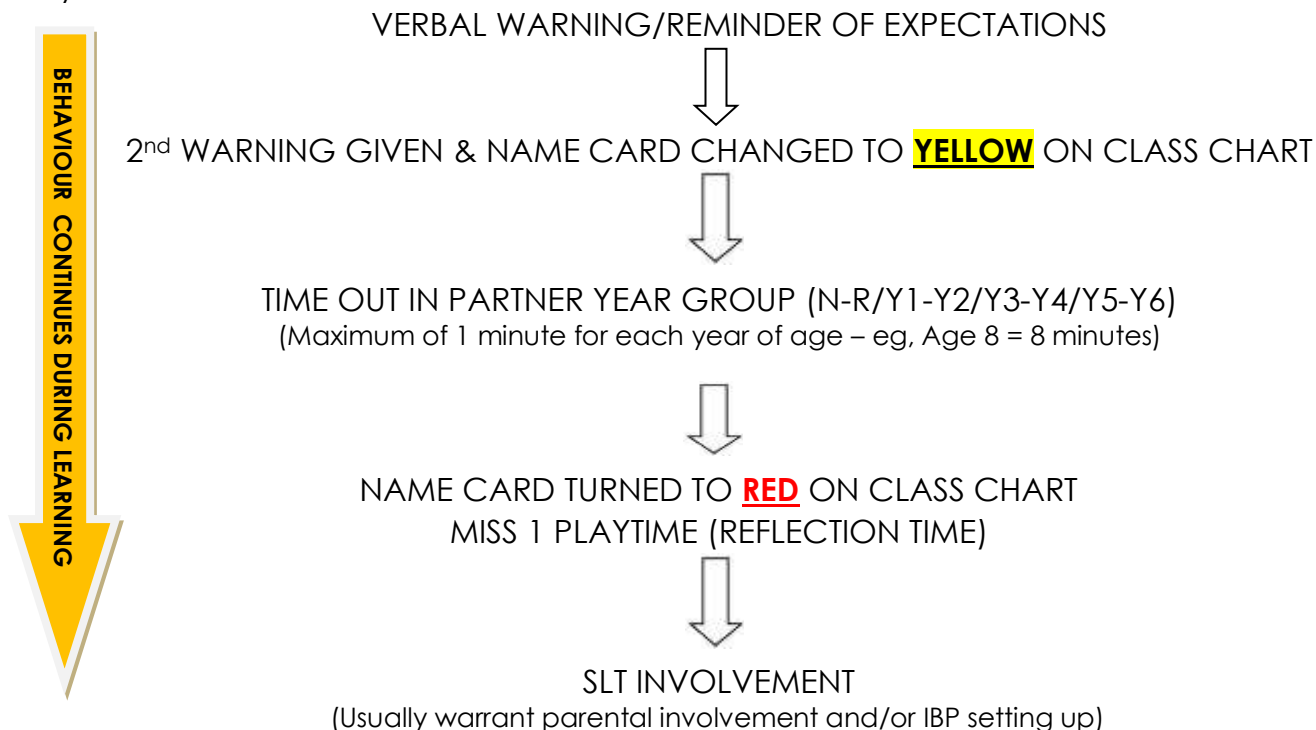
Cross Gates actively promotes the 7Rs across school (**R**isk taking, **R**esourcefulness, **R**esponsibility, **R**elationships, **R**eflective, **R**esilience, **R**espect) – these positive learning behaviours are rewarded in celebration assembly. Children will also receive a '7R Smiley' for displaying these characteristics. This 7R Smiley will be recorded on their individual chart and exchanged for rewards in the termly Smiley Shop. They may also receive team points for their allocated team (green/yellow/blue/red). These team points will be collectively added together for half termly reward in celebration assembly.

Consequences:

We take a proactive not reactive approach to behaviour management. We use a range of de-escalation techniques prior to imposing sanctions:

- Ignoring (awarding appropriate behaviour instead)
- Body language signals (eg, eye contact or a nod)
- Humour (not sarcasm)
- Changing the direction of the conversation
- Distraction

Only following these should staff move onto our positive behaviour management system:



Missed playtimes (Reflection Time) will be with a member of SLT in the main hall.

Following a missed playtime, children will receive a 'fresh-start' and high expectations reminded of all children again.

This fresh-start will also apply to a new school day and children's name cards are turned back to **GREEN**.

All occasions of missed playtimes where children are kept in for 'Reflection' must be recorded on the electronic portal CPOMS.

Negative behaviour warranting the missing of playtime (Reflection Time) includes the following;

- Disrespect to adults, lying to adults, swearing, low level disruption, breaking the five school rules, breaking property. *This list is not exhaustive.*

Behaviour may warrant the immediate involvement of SLT. On these occasions the class teacher will be involved and incidents recorded electronically. Incidents may include:

- Racism, bullying, stealing, fighting. *This list is not exhaustive.*

Where a child's behaviour in class is causing concern or disrupting the learning of others, and if all distraction and coercing techniques have been used, then a **RED** card should be sent to the Headteacher for assistance.

When a child has received a **RED** card, they are automatically to attend Reflection at the next opportunity (that day or the following day). A ParentMail message will also be sent to notify their parent/carer that this has taken place.

It may be necessary for a child to spend some of their lunchtime with a member of the Inclusion Team or SLT. This restorative process again allows time for Reflection and/or the completion of work.

Continued Unwanted Negative Behaviour:

There may be occasions when children's behaviour is continuing to cause disruption to their own learning or that of others. When this unwanted behaviour continues and a child has attended Reflection on more than 3 times in one half term, the class teacher will contact parents to discuss what support can be offered. Should a child attend Reflection 5 times in one half term, a member of SLT will contact parents. If a child attends Reflection on 3 occasions in one week, a lunchtime will be missed and appropriate support put in place. Working in parent partnership, it may be necessary to instigate a monitoring Report card and/or behaviour contract. Cross Gates Primary recognises that negative behaviour is a form of communication, as such each case of persistent negative behaviour will be looked at on an individual basis as there may be an underlying reason for the behaviour (eg, change in family circumstance, child protection issue etc..) – *reasonable adjustments may be made for children with SEND.*

Restorative Approach:

Children missing playtime (Reflection Time) will follow a restorative approach with the member of SLT on duty. A shared language will be used and questions asked which allow pupils to reflect on their actions, listen to how others have been affected and find positive ways to move on.

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected and how were they affected by your actions?
5. What could you do now to help make things right?

A restorative approach leads to children taking a greater sense of 'Responsibility' (7Rs).

Lunchtime Behaviour:

Expectations of children's behaviour should be high at all times and it is the responsibility of all staff to manage a consistent approach to maintaining positive behaviour.

1. A warning about behaviour expectations must be given
2. Time out with the member of staff involved (stood next to them on the playground – maximum 1 minute for each year of age eg, Age 8 = 8 minutes)
3. Child brought in to a member of SLT
4. Class teacher notified of negative behaviour and note made on CPOMS stating this was a lunchtime incident. (CPOMS is our electronic portal for recording incidents)
5. Letter home if unwanted behaviour continues

Completion of Work at Lunchtime:

There may be occasions when the amount or quality of work set in class has not been completed to the standard expected by the teacher. This may be due to low level off-task behaviour such as 'chatting' or 'day-dreaming' during the lesson. This may or may not have resulted in the child moving along the Consequence Chart. However, if a teacher feels it would be beneficial for the child to complete their missed work during a break or lunchtime this is acceptable. The detention will be supervised by the child's class teacher, which must not be during their allocated family dining lunch session and it is important that the child receives enough outdoor playtime to meet their physical and emotional needs.

Restraint (use of reasonable force)

Only in extreme circumstances will a member of staff physically intervene with a child. All adults (acting in loco-parentis) may intervene if they feel a child will pose a risk of physical harm to themselves, others or are going to cause serious damage to property. Physical intervention must follow authorised TeamTeach practice. A member of SLT must be called to support and a record of the intervention must be recorded on CPOMS as soon as possible. Parents should also be informed. Only the Headteacher (or delegated to a designated member of staff) has authority to search a child or their belongings.

Anti-bullying policy

We believe that all children in our care should be provided with an environment that is safe and secure. Children are actively encouraged to report bullying and will be positively supported by all staff. All allegations will be referred to a teacher and to the Headteacher, investigated thoroughly and appropriate action taken in accordance with Local Authority guidelines.

We define bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet, prejudice-based and discriminatory bullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

TYPES OF BULLYING

Bullying can occur through several types of anti-social behaviour. It can be:

PHYSICAL - A child can be physically punched, kicked hit, spat at etc.

VERBAL - Verbal abuse can take the form of name calling, teasing and taunting.

EXCLUSION - A child can be bullied by being excluded

from discussions/activities/games, with those they believe to be their friends.

DAMAGE TO PROPERTY OR THEFT - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.

INTIMIDATION - Bullying can also include making rude gestures and intimidation.

ONLINE OR CYBER-BULLYING – unkind messages/chat through social network sites, emails or texts.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

- Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

There are various types of child on child abuse / bullying which can be summarised as:

Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs

Homophobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.

Appearance – based on weight, size, hair colour, unusual physical features

Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty

Health – based on physical or mental conditions

Income based – of living on a low income

Gender – based on differences between genders

Transgender – based on perception of gender identity

Caring responsibilities – name calling, negative assumptions/misunderstandings about young carers

* Sexual – unwanted physical contact or sexually abusive comments. We operate a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. In accordance with of Safeguarding and Child Protection policy, we will investigate any peer on peer sexual harassment/violence and support both victim and perpetrator in such incidents. Any allegations made will be investigated in full and where deliberately invented or malicious allegations have been made these will be followed up in accordance with this policy and appropriate action taken. Children who have been subject to abuse, including peer on peer abuse, should know they will be taken seriously, be supported and kept safe. They will not be made to feel ashamed for making a report or that they are creating a problem.

SIGNS AND SYMPTOMS

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary.

They may include:

At home

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch or dinner money has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (eg torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received

At school

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Plays truant

In both locations

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above

ACTION TAKEN IF BULLYING IS SUSPECTED

- Complaints are taken seriously and dealt with quickly
- The senior leadership team will investigate the complaint
- Parents will be informed
- Incidents of bullying are recorded and kept on record using CPOMS
- This is monitored to see if there are any patterns arising
- Close monitoring and supervision, particularly on the playground
- The bully will be dealt with following the school's positive behaviour management policy
- Both the victim and the bully will be made aware of the action taken (restorative action is taken)

Persistent bullies will be closely monitored and supervised

- If appropriate, the victim and the bully will receive counselling and/or support
- If appropriate, outside agencies will be involved, usually for persistent bullies
- Sometimes, victims of bullying may provoke other children. This does not excuse the bullying, but we help the victim to understand that their behaviour may be contributing to the problem
- We try our best to ensure the victim has friends s/he can rely on

ROLES AND RESPONSIBILITIES

Head teacher

To ensure the policies are implemented

To take decisions such as exclusions in the case of serious or persistent bullying

To notify the governing body on such incidents

Senior Leadership Team

To ensure that the issue of bullying is part of the PHSE curriculum

To investigate complaints quickly

To follow the school's behaviour management policy and anti-bullying policy when dealing with incidents of bullying

To notify parents

To liaise with outside agencies where required

Conduct assemblies on bullying (including cyberbullying) and the issues surrounding it each year, including those linked to Anti-Bullying week

Class Teachers

To carry out initial investigations if a complaint is brought to them

To report to the senior leadership team

To closely monitor situations where bullying is suspected, particularly on the playground

To record incidents of bullying

To ensure that children are taught what constitutes as bullying (including cyberbullying) and anti-bullying strategies through PSHE

To ensure that children are taught how to access social media and gaming platforms safely and appropriately through ICT

Support Staff and Lunchtime Supervisors

To report to the class teacher or senior leadership team

To closely monitor situations where bullying is suspected, particularly on the playground

To record incidents of bullying

Provide play leader supervision and equipment on the playground to keep children occupied

Parents

If your child is being bullied

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school – this may be the class teacher, deputy head teacher, head teacher, SENCO, or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence
- Talk to your child about some of the strategies mentioned in this policy
- In the case of cyberbullying through social media, report the incident to the social media platform if appropriate

If your child is bullying

- Keep calm
- Do not bully or physically chastise the child – this will make things worse
- Try to find out the cause of your child's bullying
- Discuss your concerns with the class teacher, SENCO or head teacher
- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate

Children

If it is someone else

Tell an adult

Support the victim by showing that you disapprove of bullying

Take action - don't be a bystander!

If it is you

Tell a trusted adult

Tell a friend

Do not agree to keep the bullying a secret

If possible (but this is not easy), try hard not to show that you are upset

If you can see that a situation could be dangerous, keep away

Try to ignore the bully

Tell the bully to stop

Say, very firmly, 'No', and walk away

Avoid fighting back – this often makes things worse

Exclusion (suspension)

Only the Headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will be excluded for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Head teacher is serious enough for the child to be immediately excluded without prior strategies being employed.

The Headteacher may decide that another course of action is required such as lunchtime exclusions where in partnership the child may have lunch off site and return for afternoon session. Supervised internal exclusion/isolation may be deemed necessary by the Headteacher where the behaviour has not warranted a fixed term exclusion but is outside of the normal behaviour flow chart.

If the exclusion is for one day then the child's parents will be informed by telephone and a letter sent explaining the exact reason for exclusion and circumstances surrounding it. A notification of exclusion form must also be sent to the LA. If a child is excluded for more than one day the same guidelines will apply but the child MUST be sent home with work to do.

Internal Exclusion (short term) may be used when it is felt the behaviour exhibited warrants a removal from peers and/or the classroom environment. The headteacher will ensure parents are informed and age appropriate work is set and the child is appropriately supervised.

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