

Caring

Polite

Supportive

Confident

Proud

Successful



## **Curdridge Primary School Behaviour Policy**

### **Purpose of the policy**

This policy defines our expectations for good behaviour and behaviour for learning. It gives details of the rewards and sanctions used to promote good behaviour.

### **Responsibilities**

The responsibility for ensuring good behaviour lies with the Headteacher, Deputy Headteacher, Key Stage Leader, all teaching staff, support staff, pupils, parents and governors. This policy detailing its rewards and sanctions will be used by all staff of Curdridge Primary School.

### **Related Documents**

Vision and aims statement  
Core Values  
SEND Policy  
SEND Information Report  
Local Offer Report  
Anti-bullying policy  
Hampshire / DfE guidelines on Exclusion  
DfE Use of Reasonable Force in Schools guidance  
Equality and diversity policy  
Safeguarding policy

### **Rationale**

At Curdridge Primary School we firmly believe that:

- Children have a right to attend a school in which learning takes place without the disruption from other children
- Teachers have a right to teach without disruption from any of the pupils

We expect high standards of conduct which will enable children to gain the most from the educational opportunities given to them.

We expect children to:

- Behave in a sensible and polite manner in a variety of situations
- Treat everyone and everything with respect and care
- Move around the school building and grounds safely
- Work and play together in a supportive manner
- Consider the feelings and needs of others
- Take responsibility for their own actions
- Continue these attributes during off-site activities

We believe that praise, encouragement, positive actions and rewards best promote good behaviour. A fair and consistent approach is essential.

Vulnerable children or a child with particular behaviour management needs or SEND will be supported and monitored by the class teacher, SENDCO, ELSA, and support assistants in partnership with parents. In this instance the provision and behaviour intervention may be 'additional' and 'different' to others in the class.

### **Rewards in the classroom situation**

Positive methods for promoting good behaviour should be used considerably more than negative ones. Rewards for good behaviour are as follows:

- Praise (verbal and non-verbal)
- Stopping the class to show work or comment on particular attitude or behaviour (positive)
- Stickers
- Longman Award (awarded weekly based on core values and CLP)
- Monitor duties
- Showing work to another teacher/class
- Show work to DHT/KS leader
- Class Reward time
- Name recorded in the '*Achievements Book*' and recognised in weekly Celebration Assembly
- Excellent Worker Award awarded half termly (1 child per year group)
- Recognition of exceptional behaviour beyond the school gate (e.g. school visits etc.)

### **Sanctions in the classroom situation**

Sanctions for unacceptable behaviour include:

- Verbal warning
- Name written on board
- 'Time out' or move position in class
- Loss of break/lunch time or privilege
- Possible loss of class reward time
- Refer to DHT/KS leader
- For children in Y5/6, 'detention' letters will be sent home to parents
- Final consequence – send to HT

Persistent misconduct includes:

- Regular disruption to learning (either own or that of others)
- Causing deliberate physical injury to another person

- Using serious threatening behaviour
- Total refusal to follow instructions and to do as asked
- Swearing at a member of staff or child
- Theft or deliberate damage to property

Should any of the above occur then the child should be sent initially to the DHT or KS leader and then to the HT should such behaviour persist.

The HT will record such incidents in a school behaviour diary. At this point parents will be contacted and discussion will take place to agree the next appropriate steps.

**Classes may also implement a set of class agreed rewards and sanctions that are age appropriate e.g. marbles in a jar etc.**

### **Breaktimes and lunchtimes**

Expectations for good behaviour will be maintained before school, breaktimes, lunchtimes and at the end of the school day. All staff are responsible for issuing rewards and sanctions.

### **Rewards appropriate to breaktimes and lunchtimes**

Positive methods for promoting good behaviour should be used considerably more than negative ones. Rewards for good behaviour are as follows:

- Praise (verbal and non-verbal)
- Record message in lunchtime communication book
- Talk to the teacher
- Talk to the DHT/KS leader/HT
- Name recorded on weekly core values chart and recognised in weekly Celebration Assembly (lunchtimes)

### **Sanctions in the playground**

Sanctions for **each** unacceptable behaviour include:

- 1<sup>st</sup> time – verbal warning, remind of the playground expectations
- 2<sup>nd</sup> time – ‘time out’ of the activity (e.g. sit on bench outside for 5 - 10 minutes as appropriate)
- 3<sup>rd</sup> time – speak to classteacher or write a message in the lunchtime communication book (teacher to determine sanction)
- 4<sup>th</sup> time – loss of break/lunch time (e.g. sent inside to DHT/ KS leader or HT)
- Final consequence – send to HT, behaviour recorded in school behaviour diary

In line with statutory DfE guidance (August 2011), where there is sufficient cause for concern, we maintain the right to:

- Screen and search pupils
- Use reasonable restraint/force (as defined by DfE Use of Reasonable Force in Schools – July 2013 guidance) or other physical contact (in line with County guidelines)
- Use discipline beyond the school gate
- Provide pastoral care for staff accused of misconduct
- Consider multi-agency assessment for pupils who display continuous disruptive behaviour.

## **Exclusions**

In exceptional circumstances the Headteacher will use exclusion as one of the strategies available to the school for managing the behaviour of pupils. Exclusion is used as a way of giving a clear message to the pupil involved and the whole school as a community that certain types of behaviour are unacceptable. In deciding to exclude a pupil, the Headteacher will follow Hampshire/DfE guidelines for fixed period and permanent exclusions.

### **The determining the school's Behaviour Policy, Curdridge Primary School follows all points set out in Section 89 of the Education and Inspections Act 2006 by:**

*(1) The head teacher of the school determining measures to be taken with a view to—*

- (a) Promoting, among pupils, self-discipline and proper regard for authority,*
- (b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,*
- (c) Securing that the standard of behaviour of pupils is acceptable,*
- (d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and*
- (e) Otherwise regulating the conduct of pupils.*

*(2) The head teacher determining such measures by:*

- (a) Acting in accordance with the current statement made by the governing body under section 88(2)(a), and*
- (b) Having regard to any notification or guidance given to him under section 88(2)(b).*
- (3) Determining the standard of behaviour which is to be regarded as acceptable so far as it is not determined by the governing body.*
- (4) Determining the measures by which the head teacher under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).*
- (5) Determining the measures which the head teacher under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.*

*(6) The measures determined by the head teacher under subsection (1) must be publicised by him in the form of a written document as follows—*

- (a) She must make the measures generally known within the school and to parents of registered pupils at the school, and*
- (b) She must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).*