



Cadishead Primary School

***Behaviour Policy - KS1 and KS2***  
**September 2023**

## **Introduction**

At Cadishead Primary school, we endeavour to create a secure, happy and friendly environment in which every member of our school community feels valued, safe and respected. Our behaviour system is focused on creating a series of clear and concise procedures which will be followed consistently by all staff in our school and which can be easily understood by our pupils.

Good behaviour needs to be modelled, encouraged and praised and children should be given opportunities to experience personal and social success. This will enable them to develop self-esteem, which we hope will result in their ability to empathise with the feelings of other children and adults. Similarly, we also see the need to have clear guidelines, rewards and appropriate sanctions that will help both staff and children to maintain good discipline.

We expect our staff to be good role models for the children and to help them develop the skills to be able to resolve conflict in a calm, non-aggressive manner and to be able to reflect on situations and think about how their behaviour and actions impact on others. All staff will demonstrate consistency in their approach; staff and pupils will have mutual respect for each other.

All staff are aware of how environmental factors, choice of activity and the way activities are delivered can affect behaviour and regularly consider their practice in order to ensure the best possible impact.

## **Aims:**

1. To maintain a safe and secure learning environment by creating a purposeful and happy working atmosphere for everyone in the school community: children, staff, parents and Governors.
2. Develop an ethos in relationships which encourages, mutual respect and trust among adults and children.
3. To enhance the self-esteem of individuals through: positive reinforcement, praise and encouragement and by valuing the contributions they make to the well-being of others in the school community.
4. Communicate to all those involved the system of rewards and consequences in order to involve and enlist the support of everyone in encouraging appropriate behaviours.
5. Encourage self-discipline so that appropriate behaviour is maintained outside of school and in the wider community
6. In PSHE, teach values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children, a respect for themselves, for other people and for property.
7. To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
8. To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## **Rights**

At Cadishead Primary School everybody has the right to:

- Feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of everyone at Cadishead Primary to ensure that these rights are upheld in every classroom and around school. Children and adults should behave appropriately and follow the school rules at all times.

## **School Rules**

Rules are kept to a minimum in order to make this easier for everyone to remember and follow them. Our rules exist for the safety and wellbeing of all. Our rules are to:

- **Be Ready**
- **Show Respect**
- **Be Safe**

We expect all staff to 'Praise In Public' (PIP) and 'Reprimand In Private' (RIP) and to use every opportunity to 'catch', praise and thank children for doing the right thing.

## **Strategies for Promoting Positive Behaviour**

- Good quality teaching
- Interesting and exciting lessons
- Clear and consistent high expectations
- Praise in Public (PIP) praise for good behaviour - for example; verbal praise, stickers, certificates, Dojo's, communication with parents
- Children may receive a certificate for positive behaviour in our weekly celebration assembly
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Mentoring and coaching for identified pupils who may find times when managing their behaviour proves challenging
- Children are given Dojo points for behaving in a manner which is above our normal expectations. Dojos accumulate and can be exchanged for rewards

## Strategies for Modifying Unacceptable Behaviour

We feel it is important to promote positive behaviour and encourage self-discipline. However, there may be times when a child's behaviour infringes on the rights of others or our school rules. If this happens, we expect all staff to Reprimand In Private (RIP). We have put in place procedures and consequences which all staff consistently adhere to.

These consequences are progressive starting with a warning and then becoming gradually more substantial for subsequent incidents. Consequences should never be meant to embarrass or humiliate a child.

Unacceptable behaviour is logged using CPOMS. This is an electronic system accessible to all teaching staff.

Consequences include:

- Adult disapproval or verbal reminders
- Discussion with an adult about the behaviour
- Time out sessions in their own class or another class
- Removing a child from a situation (asking them to move)
- Withdrawal of privileges/freedoms, such as a play-time, the reasons for this being clearly explained
- Being sent to the Team Leader, Deputy Head or Headteacher
- Informing parents / carers and/or involving parents in discussion

Our agreed approach to promoting good behaviour for our Key Stage 1 and Key Stage 2 can be summarised in the following chart.

This provides examples of unacceptable behaviours that breach our school rules. These behaviours are sorted into low, medium and high level and there is a consequence at each level.

It is important to note that although we have listed a number of behaviours, the list is not exhaustive and there may be occasions where staff must consequence unacceptable behaviours not listed. These behaviours will always breach one of our school rules.

KS1 KS2	Be Ready	Be Respectful	Be Safe	Consequence for your choice
Low	<ul style="list-style-type: none"> <li>Getting out of seat</li> <li>Not listening</li> <li>Fiddling</li> <li>Rocking on chair</li> <li>Distracting others or yourself from learning</li> <li>Inappropriate noises</li> <li>Sulking</li> </ul>	<ul style="list-style-type: none"> <li>Winding people up</li> <li>Mimicking or making fun of others</li> <li>Shouting out</li> <li>Talking when you shouldn't</li> <li>Blaming others</li> <li>Not owning up to something</li> </ul>	<ul style="list-style-type: none"> <li>Silly, inappropriate play</li> <li>Running inside</li> <li>Not lining up properly</li> <li>Throwing across the classroom</li> <li>Not being in the right place</li> </ul>	<ul style="list-style-type: none"> <li>First instance, warning</li> <li>Second instance, 5 minutes reflection time with class staff at break or lunch</li> <li>We may also discuss the choices you made with your parents/carers</li> <li>If low level choices continue, staff will move onto medium level</li> </ul>
Medium	<ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Refusal to work</li> <li>Distracting other classes</li> <li>Encouraging others' poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Walking away from an adult</li> <li>Answering an adult back</li> <li>Name calling</li> <li>Swearing</li> <li>Spitting</li> <li>Being unkind on purpose</li> <li>Withholding the truth</li> </ul>	<ul style="list-style-type: none"> <li>Dangerous play</li> </ul>	<ul style="list-style-type: none"> <li>First instance, warning</li> <li>Second instance, 10 minutes reflection time with class staff or member of SLT at break or lunch</li> <li>We may also discuss the choices you made with your parents/carers</li> </ul>
High	<ul style="list-style-type: none"> <li>Leaving classroom/building</li> <li>Destroying work</li> </ul>	<ul style="list-style-type: none"> <li>Swearing or spitting at someone</li> <li>Bullying</li> <li>Malicious lying</li> <li>Racism</li> <li>Damaging school property</li> <li>Stealing</li> <li>Serious incident outside school</li> <li>Refusal to accept consequences</li> <li>Forcing others to make poor choices</li> </ul>	<ul style="list-style-type: none"> <li>Physically fighting</li> <li>Throwing in anger</li> <li>Lashing out and hurting someone</li> <li>Intentionally throwing objects at someone</li> <li>Using social media to be unkind or threaten someone</li> </ul>	<ul style="list-style-type: none"> <li>You will be taken straight to member of SLT who will decide on an appropriate consequence. This may include reflection time, isolation or exclusion.</li> <li>We will discuss the choices you made with your parents/carers</li> </ul>

## Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who from time to time demonstrate challenging behaviours. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the support of outside agencies including the Learning Support Service (LSS), Primary Inclusion Team (PIT) and the Educational Psychologist (EP).

\*\*Reasonable adjustments may be made for children with SEND when applying the behaviour policy.

Strategies for dealing with persistent unacceptable behaviour may include:

- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Regular discussion with children and parents
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Positive Behaviour Mentoring - see below for further details
- Report card, whereby a comment is recorded at the end of each session. This allows us to celebrate the positive behaviours with parents and carers, as well as working together to address the negative behaviours. A child would be put on a report card for a period of two weeks, after which time it would be reviewed. If an improvement has been seen, the child may be taken off the report card, or they may continue on it for a further two week period.
- Behaviour Plans with an Action, Behaviour, Consequence (ABC) chart
- Referral to outside agencies (e.g. Primary Inclusion Team)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks with appropriate breaks and rewards)
- Personalised consequences to deal with an individual's very specific behaviour
- Internal Exclusion
- Fixed-term exclusion
- Permanent exclusion

## **Positive Behaviour Mentoring**

Positive behaviour mentoring is an intervention designed to support pupils improve their behaviour in school by setting SMART (specific, measurable, achievable, reachable targets) with children.

This intervention is designed to empower and enable children to achieve their targets and reach their full potential with guidance from a chosen trusted adult who will support and act as a positive role model.

### **What is the purpose of a positive behaviour plan?**

The purpose of a positive behaviour plan (PBP) is to motivate, encourage and raise the confidence of pupils experiencing difficulties in the educational setting. It is also a tool used to support a child in reducing the number of behavioural incidents during learning and social time.

It is the first phase of intervention and intended to typically build a positive relationship with the child and increase enjoyment for school, raise child's self-esteem and provide opportunity for celebration.

### **How does it work?**

1. A child is identified as requiring a PBP due to a frequent number of behavioural concerns
2. A teacher, parent, and child meeting takes place (optional, telephone agreement with parent would suffice). The PBP must be agreed with parents supporting the plan.
3. 3 SMART targets are set, these targets are inserted into the plan and should reflect the Cadishead Primary school rules: **READY, RESPECT AND SAFE.**
4. The chosen adult meets/checks in with child once a week to praise achievements, congratulate and celebrate with the child when targets have been met.
5. The PBP is active for half a term and reviewed every two weeks, new targets can be set as often as required. This is a 'cannot fail' intervention and the sole focus is to offer praise, support, and guidance (PIP Not RIP).

### **What is the role of the chosen adult?**

A chosen adult is a trusted adult, who the child feels most comfortable with and is happy to be mentored / supported by. By allowing the child to select their own adult we are setting the foundations for the PBP to be a successful intervention.

## **Internal Exclusion**

A child may also be given an internal exclusion as a result of behaviours listed above as 'high'. If a child is being given an internal exclusion this will be discussed with parents / carers. The child will spend the day working in school but not with their class / peers. They may be given responsibilities outside during break and lunchtimes to help them to be ready, respectful and safe.

## **Fixed Term and Permanent Exclusions**

Very serious incidents including: violence or verbal abuse or behaviour which threatens the health and safety of the individual child, others or damage to property could result in a fixed term exclusion. In severe cases, if fixed term exclusions do not help the pupil, a permanent exclusion may be enforced. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. When a pupil is excluded, parents will be spoken to and the reason for the exclusion explained. A letter confirming the details of the exclusion and the arrangements for work to be set and collected will be given to parents. On the first day back following an exclusion, the pupil and parents will be required to attend a meeting with the Headteacher or Deputy Headteacher. The Local Authority (LA) and Governing Body will be informed about any fixed term exclusions beyond five days in any one term. The Headteacher will follow the LA's set procedures in any instance of exclusion.

## **Managed Moves**

Occasionally, children do not respond to the behaviour systems in place. If the situation is starting to cause distress to the child or impacting on other children, a managed move may be considered. This is done in discussion with parents and is the opportunity for a child to have a fresh start at an alternative school. The Salford LA Managed Move Protocol would be used in this instance and a local school would be found, in discussion with Cluster Headteachers and the Local Authority. Regular meeting with both schools, parents and the child would be held with a final decision being made after 8 weeks.

## **Anti-bullying**

School has a zero tolerance approach to bullying and our approach is covered in the Anti bullying policy which should be read in conjunction with this policy.

## **Before School / After School**

When the children arrive at school in a morning they still need to show that they are being ready, respectful and safe. They need to get off their bikes and scooters and push these through the playground to the bike / scooter storage sheds. The children need to wait in their correct playground or near the door they go in and not go onto the playground near Nursery or into the Nursery / Reception areas and play with the equipment or bikes.

At the end of the day children with bikes and scooters must push them through the playground and not ride them until they have left the school premises. If a child is consistently riding their bike or scooter in the playground their parents will be spoken to.

Children are not allowed to play ball-games on the playground before school or after school.



## Break Times

Teachers and/ or Teaching Assistants are expected to see their children out of the class and onto the playground and collect them from the playground at the end of break.

### During break times the children are expected to:

1. Exit the classrooms and cloakrooms in an orderly fashion.
2. Keep to/remain in the playground
3. Take everything required out to the playground e.g. snacks, gloves, scarves etc. (to avoid children returning into the building)
4. Play sensibly - not disrupt or spoil other children's activities. Certain activities are **NOT** permitted. These include: fighting (pretend or other), kicking (including martial arts) lifting up other children; chains of children; 'gangs' of children; tormenting others.
5. Be kind - not swear, tease or name call.
6. Keep the playground clear of litter.
7. Be well behaved: Children who persistently misbehave will be spoken to by the teacher on duty and the behaviour policy consequences applied. They may be asked to spend the rest of their break time with the teacher on duty.
8. Follow the rules which govern the end of any break period.

The teacher on duty **MUST** be prepared to deal with any misdemeanours, particularly bullying, and act fairly. All children should be listened to and given the opportunity to explain; express regret; apologise for the problem **BEFORE** any negative consequence is applied.

## Lunch Time

At the start of the lunch break Teachers and / or Teaching Assistants will walk their class to the hall and ensure they are queueing for their dinner, showing they are ready, respectful and safe.

At the end of the lunch break Teachers and / or Teaching Assistants will collect the children from the playground.

## Lunchtime

At lunchtimes children are expected to:

- Respond to the lunchtime supervisors with the same respect given to a teacher.
- Obey the same rules which apply to break and other times during the school day.
- Eat their lunches quietly, remaining seated whilst eating, showing good table manners
- Show regard/respect for others in the dining hall
- Co-operate with the lunchtime staff
- Use good manners by saying please and thank you

## **Physical Contact / Intervention**

### **Physical Contact**

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with personal care. In addition staff will use positive touch to comfort pupils.

### **Physical Intervention**

Physical Intervention will only be used when other strategies have been exhausted or in an emergency to prevent a child from hurting themselves or others.

This may be used to divert a pupil from a destructive or disruptive action. Examples of this include; guiding or leading a pupil by the arm or shoulder with little or no force.

### **Restrictive Physical Intervention**

If a child needs physical intervention and is in a classroom, the rest of the children will be removed from the room and parents / carers will be called and asked to come to school. If on the playground, other children will be removed from the area and the child will be supervised until a parent or carer arrives.

### **Emergency Interventions**

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or if the incident requires a rapid physical response i.e. a child running out onto a road

### **Planned Intervention**

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned above, as an agreed response to an identified behaviour. This will be documented in an Individual Behaviour Support Plan, which will be shared with parents and reviewed on a regular basis. The support plan will list the agreed holds that can be used in addition to the pro-active, active and reactive interventions that may be used first to defuse or de-escalate the situation.

### **Behaviour from parents/carers and visitors to the school**

Our school encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one. As role models, and for the safety and wellbeing of our children, staff and parents, carers and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

Our school has a zero tolerance policy in regard to: aggressive verbal or physical behaviour towards staff. The vast majority of parents, carers and others visiting our school set a good

example. Where behaviour falls short of the standards expected, the school may ask the Local Authority to intervene. This could result in someone not being allowed to enter our school premises on a short-term or permanent basis.

**Parents and Carers can help by:**

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Praising children when teachers pass on positive comments
- Supporting staff when children have had incidents or when calls home have been made
- Attending Parents Evenings and by developing informal contacts with school.
- Advising teachers if something has happened at home which may impact on a child's behaviour in school.