

Crossdale Drive Primary School – Behaviour Policy – March 2019

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Introduction - Key Principles

We believe that Crossdale should be a caring and happy community which models positive behaviour and fairness and within which everyone feels safe, valued and respected.

At Crossdale, the management of behaviour is acknowledged as a core part of the responsibilities of all adults who work with children.

We believe that we have a responsibility to support children as they develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For some children this means that we will need to provide additional support.

We believe that it is important for us to help children understand the choices they make about behaviour; the model of behaviour which we use for these conversations considers the causes (antecedents) and consequences of behaviour. We recognise that negative behaviours may be a way for a child to communicate their needs or anxieties and that we have a responsibility to try to understand the reasons why a child may choose undesirable behaviours.

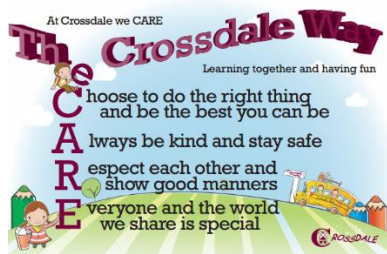
We acknowledge our responsibility to promote positive behaviour and manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere.

At Crossdale, we believe that we should all have consistently high expectations of the behaviour of others and that these high expectations will help children develop their ability to manage their own behaviour.

Our behaviour policy was rewritten in response to publication of a guidance document by the Department for Education in 2016 - Behaviour and Discipline in Schools.

Managing Behaviour at Crossdale

Our Rules – The Crossdale Way



At Crossdale we have a small number of school wide rules which we call the Crossdale Way (see Appendix 1). These four rules allow us to involve children of all ages (in groups or individually) in discussions about their behavioural choices. This approach encourages children to develop their ability to reflect on their behaviour. We expect older children to remember what these four rules are.

In addition to the Crossdale Way, class teachers and their classes will agree a small number of key rules for their own classroom at the start of each academic year. These rules and the Crossdale Way will form part of a display in every classroom.

A Consistent Approach / Flow Chart

We believe that a consistent approach to management of behaviour from teachers at Crossdale will help all children develop both an understanding of our expectations and their own ability to regulate their behaviour and control their emotional responses to everyday situations.

To promote consistency, we have developed a document (“Managing Behaviour at Crossdale – Flowchart”) which details our progressive responses to problematic behaviour. (See Appendix 3)

Rewards, Reminders, Warnings and Sanctions

We believe that the consistent use of rewards, warnings and sanctions can encourage children to make desirable choices about their behaviour. This approach supports our efforts to ensure that behaviour at Crossdale meets our high expectations and that children are encouraged to reflect on their behaviour and make increasingly positive behavioural choices.

Rewards

All adults at Crossdale are encouraged to reward and affirm children who are making desirable choices about their behaviour. This affirmation could involve praise, stickers or visits to other teachers or the head teacher. In addition, all children are given a *Reach for the Stars* chart on which to collect stamps for good behaviour. Once completed, these charts are collected to earn a treat day for the whole school.

Positive choices about behaviour and effort in class are also affirmed at our regular Marvellous Monday assemblies, to which parents are invited.

Reminders

We believe that all adults at Crossdale should provide clear and frequent reminders to children about their expectations for behaviour so that children are able to choose behaviour appropriate for that situation. For example, teachers should regularly remind children about their expectations for moving through school to assembly.

Warnings

The aspiration of our approach to managing behaviour is that we should try to help children develop their ability to make positive choices about their behaviour so that warnings and sanctions are rarely necessary.

Adults should be attentive to children beginning to make poor behavioural choices and they should use low-level warnings at an early stage to remind children about their expectations.

Sanctions

We believe that our consistent application of escalating sanctions helps to discourage undesirable behaviour by helping children understand that making poor choices about their behaviour will have negative consequences.

Adults at school will apply sanctions using the following sequence which is used consistently across school. This is detailed in our “Managing Behaviour at Crossdale – Flowchart” document. From autumn 2019, a child-friendly version of this should be displayed in every class and shared with pupils. (See extract below and/or Appendix 3)

From our “Managing Behaviour at Crossdale – Flowchart” document

4. Sanctions—Consequences for Behaviour

We believe that the consistent application of sanctions helps to minimise problematic behaviour by helping children understand that making poor choices about their behaviour will have negative consequences.

Adults at school will apply sanctions using the following sequence which is used consistently across school. This sequence is intended to be used when children have continued to behave in a problematic way despite warnings or in the event of seriously problematic behaviour—including violence towards others.

Level 1. Child misses part of a break

They should stay in their classroom working with the class teacher if they have not completed work. This time might also be used to discuss the problematic behaviour which led to the sanction. (Examples of problematic behaviour at this level: failure to complete work appropriately, disruption in class, rudeness, single episode of unkindness, etc.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.

Level 2. Child spends some time in another classroom Children spend a lesson / remainder of lesson working in another class. (Examples of problematic behaviour at this level: failure to respond to warnings about behaviour / sanctions at previous level.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.

Level 3. Time Out

Children miss break and spend this time discussing their behaviour with an SLT member. The child / SLT member should complete a “Thinking About My Behaviour” sheet. (See following pages.) Parents will be informed at the discretion of the SLT. (Examples of problematic behaviour at this level: failure to respond positively to sanctions at Level 2, violence towards others, injuring self, damaging property.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.

Level 4. Behaviour Plan / Behaviour Targets

If the steps detailed above have failed to bring about a positive change in a child’s behaviour it will be necessary to create a Behaviour Plan (with personalised targets) for the child involved. This will require follow up / monitoring by SLT. Parents will be informed.

The class teacher and SLT should discuss the ways in which the child can be supported to improve their behaviour and whether additional information, training or support might be helpful. School should also consider whether additional support is required – either by nurture sessions in school or by involving other professionals.

Level 5. Exclusions

In the event of seriously problematic behaviour the headteacher and governors will consider the use of exclusions.

Managing Behaviour in the Classroom

At Crossdale we want every child to be able to enjoy learning successfully. We recognise that this requires that teachers manage behaviour in their classrooms so that a respectful and purposeful environment where learning can take place is created. Our preferred approach involves high quality teaching which motivates and enthuses the children about their learning in all areas of the curriculum - including learning about behaviour.

We believe that it is essential that teachers clearly share their expectations for how children should behave in class and that they should be proactive in addressing any behaviour that does not meet these expectations. When the behaviour of children begins to make it difficult for others to learn, teachers should use the progression of warnings and sanctions (detailed above).

Managing Behaviour Around School

We recognise that it is also the responsibility of all adults to manage the behaviour of children at transitions during the school day, for example, at the end of breaks or when moving to assembly. It is important that all adults clearly and consistently communicate our expectations about the behaviour of children during these transitions so that school is a safe, calm and predictable place. We believe that this approach helps children develop their understanding of the different expectations for behaviour in different contexts, for example, playtimes and assemblies.

Managing Actual or Potential Aggression

Very infrequently, children's behaviour requires us to intervene to prevent harm to the child themselves or other children. All teachers and teaching assistants have received specialised training in how to manage actual or potential aggression (MAPA). This training is focused on de-escalating behaviour in a caring, professional and safe manner. All incidents where this level of intervention or restraint has been necessary are logged.

Recording, Monitoring and Reporting of Behaviour

We believe that it is important that we – adults and children - should always try to understand why problematic behaviours have happened. This will make it more likely that we will be able to promote positive behaviour successfully. Recording more serious incidents of undesirable behaviour allows teachers and senior leaders to carry out analysis on these behaviours.

Analysis of Behaviour

In order that we can promote the positive behaviour we wish to see at Crossdale, it is important for teachers and senior leaders to analyse incidents of more serious undesirable behaviour so that we can understand why individual incidents have occurred or spot any patterns in episodes of repeated misbehaviour. We believe that this is important in allowing us to ensure that we are:

- Providing the appropriate support to children;
- Providing the appropriate training and support to staff;
- Considering how organisational changes (for example, moving a queue) can reduce the incidence of problematic behaviour.

When analysing behaviour with individual children or groups we use a model which explores:

- the reasons why child made an undesirable choice about their behaviour (the **antecedents** for the behaviour);
- the actual problematic **behaviour**;
- the **consequences** of the misbehaviour - for everyone involved.

(This approach is often called an ABC model.)



Supporting Behavioural Needs at Crossdale

We believe that we have a responsibility to help all children develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For most children, most of the time, examples of positive behaviour role models around school, reminders about expectations and use of the school's reward and sanction system will help children develop this ability.

Individualised Support for Children

For some children it might occasionally be necessary to provide additional individualised support to help them improve their abilities to exercise self-discipline, choose desirable behaviours and reflect on the reasons for their behaviour and its consequences.

Individualised Behaviour Targets for Children / Progress Meetings

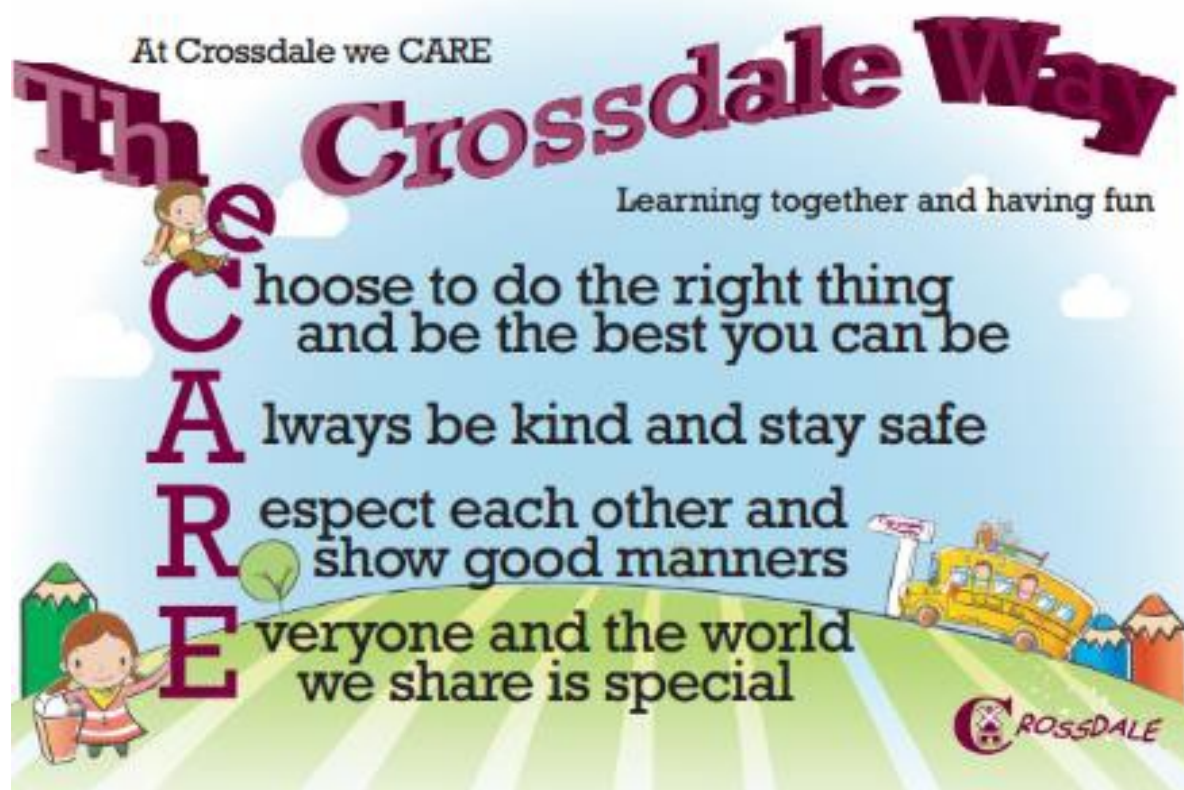
When a child is repeatedly exhibiting similar problematic behaviours we recognise that we should work to try to understand the antecedents of these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.

Training and Support for Staff

We believe that all staff are entitled to training and support to help them manage behaviour effectively. It is the responsibility of the SLT to monitor the training needs of staff and to work towards addressing these areas of need. It is important that we recognise that this monitoring and support should include all staff who work with children - including midday staff.

Appendices

Appendix 1 – The Crossdale Way



Appendix 2 - Teachers Powers – from Behaviour and Discipline in Schools (DfE 2016)

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

Appendix 3 – Managing Behaviour at Crossdale - Flowchart

Appendix 3- Managing Behaviour at Crossdale—Flowchart

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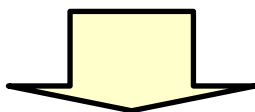
We believe that we have a responsibility to support children as they develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For some children this means that we will need to provide additional support. We believe that it is important for us to help children understand the choices they make about behaviour; the model of behaviour which we use for these conversations considers the causes (antecedents) and consequences of behaviour. We recognise that negative behaviours may be a way for a child to communicate their needs or anxieties and that we have a responsibility to try to understand the reasons why a child may choose undesirable behaviours.

We acknowledge our responsibility to promote positive behaviour and manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere. At Crossdale, we believe that we should all have consistently high expectations of the behaviour of others and we believe that these high expectations will help children develop the ability to manage their own behaviour.

1. Quality First Teaching

We believe that the incidence of problematic behaviour can be minimised by excellent teaching and support which recognises the importance of:

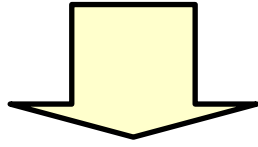
- Relationships;
- Interesting and enjoyable lessons;
- Motivation;
- Considering the whole child;
- Reminders of expectations;
- Mutual respect;
- Appropriate support / differentiation / challenge;
- Engagement;
- Seating plan;
- Transitions within lessons planned to minimise disruption;
- Routines;
- Relaxed vigilance;
- Preparation for playtimes;
- Reflecting on previous behaviour;
- Considering individual needs.



2. Low Intrusion Behaviour Management

Our efforts to manage behaviour should aspire to positively influence undesirable behaviour with the minimum disruption to our lessons / the school day. This approach may involve:

- Affirmation of children making positive choices / finding a WAGOLL;
- Reassurance;
- Use of non-verbal cues;
- Changing position in the classroom / playground (“circulation and proximity”);
- Targeted questions during a lesson;
- Remembering to allow take-up time;
- Providing choices for children;
- Tactical ignoring;
- Deferring (“We can talk about it later / at playtime / after this activity.”);
- Distraction / deflection;
- Checking if support is needed with work.



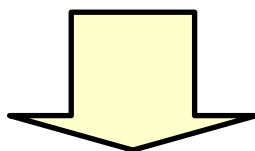
3. Warnings

Adults should be attentive to children beginning to make poor behavioural choices and they should use low-level warnings at an early stage to remind children about their expectations.

These warnings should be used in a predictable, consistent and fair way. We believe that a system with three steps is likely to work well.

Teachers should explain the system they are using to the children in their class and a summary of this system should form part of a classroom display.

Some teachers are already using a traffic light system to indicate how a child might move from warnings to sanctions - or in the other direction.



4. Sanctions—Consequences for Behaviour

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