



Cronk y Berry School Behaviour Policy

At Cronk y Berry School we have clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour on a daily basis.

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, all staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately in a safe learning environment.

We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

Rights and Responsibilities

Everyone within our school community at CYB has rights and responsibilities to ensure that it is a safe place in which we can learn, work and play in a friendly and inclusive environment.

Our school vision is: 'Together we challenge, care and create' and our behaviour policy supports this.

We have 3 main school rules:

- Treat everyone in our school with respect
- Keep our hands and feet to ourselves
- Follow instructions

Rewarding and celebrating good behaviour

Our school praises pupils for good learning and good behaviour at every opportunity.

We have a number of rewards to acknowledge all positive behaviours however small with verbal praise, stickers, certificates, trophies etc.

Celebrations

5. Green Card The award of the highly prestigious 'Green Card' which involves other rewards such as having a special mention in assembly, a phone-call home to parents and a treat at the end of each term.
4. Super Stars Rewarding pupils as 'Superstars' each fortnight in assemblies. All school staff can acknowledge good behaviour or work etc.
3. Senior Teacher Acknowledgment Sending pupils with good behaviour or work to subject leaders / deputy and / or headteacher. Evidence or statement for WOW wall, might not be a piece of work Eg. statement from HT/DHT acknowledging an act of kindness.
2. Classroom Based Points system/Dojos/Marbles, use of the Positive Self-Discipline system (PSD)
1. Classroom Based Verbal praise/congratulations, explaining why they are being praised,



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Behaviour Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a hierarchical system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management and we call it the Positive Self-Discipline system.

After a reminder prompt and perhaps other low key responses from the class teacher, should the unwanted behaviour be repeated, the child is given a clear explanation of the consequence resulting from that behaviour. There are agreed whole school sanctions (see below) for when a child moves down the stepped behaviour system (and beyond), though some children may have a specific behaviour plan that supersedes this.

Sanctions

1. Low level disruption / Beginning to challenge

e.g. Talking / out of seat/ noises / pushing etc trying to distract other pupils from their work, lying etc.

ACTION: Minimal low key response by class teacher

Eg. privilege loss, loss of marble / dojo

2. Serious

e.g. aggression / damage to property / refusal / persistent rudeness etc.

ACTION: Response usually managed by floor leader, if first one.

This will result in the issue of a Red Card. Sanctions as a result may include (depending on frequency):

- Miss 3 playtimes (1st)
- A telephone call home (2nd)
- Letter / telephone call home requesting a meeting (3rd in 4 week period)

3. Very serious

e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk / running out of school / fighting and intentional physical harm to other children / verbal abuse to any staff / serious theft.

ACTION: Taken to DHT/HT immediately

This will result in the issue of a Red Card

- As above with possibility of:
- Internal exclusion, possible fixed term suspension.
- Possible privilege loss eg. trip or event.

4. Extremely Serious

e.g. extreme danger or violence/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs. Repetition of behaviour (3. Very serious) despite support, encouragement and/or low level sanctions.

ACTION: Immediate involvement of DHT/HT

May result in fixed term suspension (of up to 10 days in any one term), prior to notifying the Director of Department of Education Sport and Culture

- Possible referral to ESC (needs parent agreement)
- Possible referral to other agencies
- Possible requirement to leave the school at lunchtime

Suspension



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There are clear guidelines as to when a child may be removed from the learning environment and sent home. The school follows the guidelines laid down by the Department of Education Sport and Culture.

Handling and use of physical contact, control or force on pupils:

At CYB it is recognised that in certain circumstances 'reasonable force' may need to be used, according to DESC policy.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils.

1. where action is necessary in self-defence or because there is an imminent risk of injury;
2. where there is a developing risk of injury, or significant damage to property;
3. where a pupil is behaving in a way that is compromising good order and discipline.

In order to support staff in using reasonable force, Positive Handling Strategies will be applied and key staff in school have been trained to use these de-escalation techniques, including use of reasonable force.

Procedures for Internal Exclusions

When a pupil has moved below the normal Positive Self-discipline system, then internal exclusion may be considered. In the event of an internal exclusion at CYB, the pupil's parents/carers will be notified by the Headteacher or another member of the SLT, in writing or by phone call.

The following procedures must be strictly adhered to if the internal exclusion is to be effective

1. The class teacher of the excluded child will need to set work for the exclusion. Work given should be challenging enough for the child to complete unaided
2. Work from the class teacher must be left with the Deputy HeadTeacher before the start of the school day (or alternative agreement).
3. Pupil to register with class and then report to person covering exclusion morning and afternoon.
4. All internal exclusions are to take place in the school library so that senior staff are always able to monitor and support. Also means no pupils is in complete isolation.
5. No work is expected to be set during the lunch period as the child will be eating their lunch and will then be based in the library.
6. If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the HT or DHT immediately and / or follow sanctions system.

Behaviour of pupils around school

At CYB pupils' behaviour around the school is as important as in class rooms and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). At the same time it is important that adults regularly explain to pupils why we expect them to walk around school quietly and with respect to other children and staff who may be learning.

Support Systems for Pupils with Additional Needs

For some pupils who may have a range of needs that require support from key staff in school or from our Nurture or Special Unit provision, we may seek additional guidance on how best to manage inappropriate behaviour if we are unsure. Essentially however, our school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.



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Pupils with Special Education Needs

At CYB we understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils thrive on having clear and precise boundaries.

Pupils with special educational needs relating to behaviour may have specific targets on their individual behaviour plan to support them in making progress in this area. As part of this behaviour plan they may also have their own individual reward and sanction system that may supersede overall school sanction system determined by the senior staff in school and agreed with parent/s. They may also be allocated an Education Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency such as the Education Support Centre. Referrals are made through 2 class teachers and members of the Leadership Team to identify pupils to the Inclusion Manager who will then decide on an appropriate course of action to support that specific child.

The Role of Leadership

The responsibility of ensuring positive behaviour management is shared across the whole school staff, the leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour. Senior leaders may regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the Headteacher or Deputy Headteacher's office at any time without prior agreement or telephone call ahead.

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the behaviour but without humiliating or "putting down" the child. Staff should not shout at children, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. The raised hand signal should be used to calm and quieten the children down, raised voices should be avoided.

Other relevant documentation:

- CYB Anti Bullying Policy
- CYB Learning & Teaching Policy
- CYB Feedback and Marking Policy

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