



## **POSITIVE BEHAVIOUR MANAGEMENT POLICY**

March 2024

Adopted by Governors :- March 2024

## **Statement of Behaviour and Principles**

The Governing Body and staff at Cedars Primary School believe that the positive behaviour of pupils is necessary for effective teaching and learning to take place. It is important that all staff, parents and visitors act as role models by exhibiting good behaviour and leading by example. We acknowledge the legal duties under the Equality Act 2010, in respect of safeguarding pupils with special educational needs and disabilities. We ensure that these particular groups are not discriminated against in any way. At Cedars, we work towards developing standards of behaviour based on a range of values which are fundamental prerequisites of ALL faiths e.g. responsibility, tolerance, hope, respect, love and co-operation. As a result, we have drawn up our own 5 Values which underpin behavioural expectations at Cedars: **Honesty, Respect, Pride, Ambition and Kindness.**

## **Aims**

To provide clear and consistent expectations of good behaviour so that everyone feels safe, supported and respected **(Traffic Light System linked to Cedars Values).**

To instil and encourage self-discipline and an understanding of what good behaviour looks like.

To encourage children to take responsibility for their **behaviour (Restorative Justice).**

To increase pupils' self-esteem by making them feel respected and valued **(We achieved Bronze -Rights Respecting School Award July 2019).**

To encourage pupils to develop and demonstrate a positive, empathetic attitude.

To ensure that all staff lead by example in the behaviour they expect of the children **(Cedars Model of Expectations created by staff September 2019 and shared with pupils October 2019)**

To support individual children in recognising and dealing with their inappropriate behaviour choices.

To provide nurture groups for identified pupils who have specific/identified needs.

To work in partnership with parents.

## **School Ethos**

**Every opportunity should be taken to identify and reinforce good behaviour through praise and encouragement:**

1. At the start of the new academic year, each class will formulate and agree class rules, rewards and sanctions following discussions between each teacher and their pupils. These rules should be drawn from the principles which underline the behaviour policy. The class rules will complement the whole school rules.
2. Superstar points, stickers can be awarded for behaviour, effort or achievement.
3. Friday assemblies will be devoted to rewarding individual pupils for effort, achievement or positive behaviour choices. Class teachers will be asked to nominate pupils for praise during this assembly. Respect detectives will also nominate pupils for 'Respect' awards. The names of pupils rewarded in this way will be displayed during the coming week on the wall in the main hall.
4. Whenever it is appropriate, the Class Teacher may send pupils to the Headteacher or member of SLT, for special praise and encouragement.
5. The children and staff are made aware of their responsibilities: everyone is expected to display a reasonable standard of social behaviour and mutual respect.
6. All adults are expected to apply these sanctions fairly and consistently, in order to maintain a consistent behaviour policy. Parents and governors should be involved at appropriate stages. It is important that parents are informed of their child's behaviour when it is judged necessary. Serious behaviour incidents will be recorded on Cpoms
7. Teachers use weekly monitoring sheets to record inappropriate behaviour choices. These behaviour sheets are handed into the Assistant Headteacher after school on Fridays. The AHT will closely monitor pupils and put in the necessary support. This may involve liaising with the Wellbeing coordinator, SENDCo, Head teacher, outside agencies and parents.

<b>Rewards for Positive Behaviour Choices</b>		
	<b>How rewards are used:</b>	<b>How rewards are recorded:</b>
Superstar Points	Given for positive behaviour/attitude to learning. Totalled at the end of the week	In classrooms. Celebrated in assemblies.
Behaviour awards	Class awards are given for behaviour at the end of the school year.	Celebrated in assemblies. Certificates are given out to identified pupils.
Stickers	Given by staff as a reward for behaviour etc. Headteacher sticker – as above.	N/A

### **Restorative Justice**

Children will be encouraged to take responsibility for their own behaviour. If they have a disagreement with another child, they will be encouraged to try and resolve it themselves first using the 3 step approach of:

- 1) Talking to the person nicely and explaining what you want/do not want, and why, trying to come to an agreement about what happens next; if that is not successful then,
- 2) Go to a member of staff (on duty/in class) and ask them to help/support to resolve the situation.
- 2) If still not resolved, children will be supported by the wellbeing coordinator or/and a member of SLT.
- 3) Where a child's behaviour falls below what is expected, the child will be offered **Time Out** in the classroom (using a 5-minute timer – see Appendix 1). The children need the chance for a fresh start and the opportunity to redeem themselves. This may involve helping out at lunchtime or/and playtime.

### **Powers to Discipline**

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of pupil's property. Headteachers can also decide to suspend or permanently exclude a pupil.”

### **Use of reasonable force**

The SLT and those staff working under direct supervision of SLT have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property in order to maintain good order and discipline in the classroom.

### **Exclusion (internal & external)**

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.

The SLT may exclude a pupil within the school setting. This involves placing the pupil in another class for a specified period of time.

In the case of repeated disruption or an incident of a serious nature, a temporary exclusion would have to be put in place (in line with local authority guidelines). In the case of children in care the local authority (Virtual School Headteacher) will be formally notified of any exclusion.

### **Screening and Searching Pupils**

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Child on Child Abuse**

Cedars Primary School acknowledges that unacceptable behaviour and bullying can lead to Child on Child Abuse and that children can abuse other children. Child-on-child abuse could include, but may not be limited to:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional and online abuse
- Abuse in intimate personal relationships between peers
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery.)
- Sexual exploitation/coercion
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Gender issues, such as girls experiencing unwanted sexual touching or boys being subject to initiation or hazing type violence and rituals
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

For instances of child on child abuse, the Safeguarding and Child Protection Policy will be adhered to, alongside the use of the school's 4 step behavioural policy sanctions (see below).

### **Measures to prevent bullying, which include cyberbullying, prejudice-based and discriminatory bullying.**

"We believe that all children have the right to feel safe and secure both in school and on their way to and from school."

Aims:

- Increase awareness and encourage pupils to report concerns regarding bullying
- Provide protection, support and reassurance for victims
- Develop the self-confidence and self-esteem for all pupils
- Develop an effective range of emotional 'self-defence' skills for all pupils
- Promote an anti-bullying ethos amongst the whole school community.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour.

Behaviour is bullying behaviour if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful (emotionally/physically), carried out by an individual or group; and,
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

Bullying is not an argument or disagreement between pupils, or the breaking up of friends, although this may be the cause of later bullying.

All incidents of bullying will be recorded and investigated using the procedures outlined below, with all sanctions following our behaviour sanction protocol.

### **Racial Harassment and Bullying**

At Cedars Primary School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at this school. Adults are advised to follow reporting procedures as outlined in the Race Equality and Anti bullying policies. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

### **New media (such as mobile phones, internet sites and chat rooms)**

Technology cannot be used by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied as appropriate. Our Wellbeing coordinator, Computing Lead and SLT will work together to look at preventative measures, support and ways to keep pupils informed about related issues.

### **Pastoral care for school staff accused of misconduct**

Staff will not automatically be suspended if accused of misconduct, pending an investigation. The governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. The Headteacher may also need to draw on support from HR.

### **De-escalation strategies**

Consistency is known to be the most important behaviour management tool. Therefore, at our school we aim to act in a consistent manner and know what the general responses to managing challenging behaviour should be.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting their behavioural growth. Our de-escalation strategies document provides guidance and support for staff when dealing with pupils that present challenging behaviours. This document is kept in the yellow SEN folder in each classroom.

### **Discipline beyond the school gate**

Children on school trips or being educated off-site are expected to behave as they would during a normal school day and follow the school's code of conduct. Rewards and sanctions will be issued as they would at school and reported back to the class teacher and, when appropriate, the Headteacher. Occasionally the behaviour of pupils outside school impacts on the school's reputation or is reported back to the school. Each case will be different, but in general the child's behaviour would be discussed with the child and their parents and relevant action taken if necessary.

### **Taking account of individual pupil needs (Special Educational Needs (SEN), disability, vulnerability, race, religion, culture**

It is **very** important to us that we do not discriminate - through application of the behaviour policy - against pupils whose 'apparent inappropriate behaviour' may be a function of their SEND, disability, racial and/or cultural background. When intervening with apparent inappropriate behaviour, all adults must accept that there will be circumstances in which some pupils may be treated differently from others and we are expected to take account of those individual pupil needs when applying sanctions.

### **Nurture Groups**

Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural challenges which are creating a barrier to learning or/and building relationships within a mainstream class. Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning or/and building relationships.

Analysis of weekly behaviour sheets and discussions with staff help us to identify pupils who will directly benefit from nurture groups. Each nurture group is needs-led, so time of day, age of pupil, length of session, number of sessions and number of children attending will vary. Children attending the nurture group remain an active part of their main class.

At Cedars, our Wellbeing coordinator attends breakfast club on a daily basis to provide support to any parents and children before the start of the school day. Currently nurture clubs take place at lunchtime, but key staff are also permanently on-hand to support any concerns that the children/staff bring to the attention of the Wellbeing coordinator and SLT. Any concerns raised are addressed in a timely manner and the necessary support is given.

The relationship between the Wellbeing coordinator and pupils is always nurturing and supportive, providing a positive role model for children. Food is shared at 'breakfast' and 'lunchtime' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. Nurture support is not limited to the nurture group, as we will embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils at Cedars.

## **Cedars Behaviour Management: Tiered Intervention**

Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. At Cedars we use a GREEN – YELLOW – RED traffic light card system for managing pupil behaviour. The system must be consistently followed unless a serious incident has occurred. The tiered intervention system starts again at the beginning of each day with all children on a green card. It is important that the sanction is not out of proportion to the offence.

**Sanctions should not be given for going to the toilet, being late, forgetting homework or not getting signatures for home reading.**

**TEACHERS KEEP A WEEKLY BEHAVIOUR LOG WHICH IS GIVEN TO SLT (DG) ON A FRIDAY**

<b>GOLD</b>	<b>Children have the opportunity to reach the gold star if they demonstrate all of the 5 Cedars Values. They will be given 5 CEDARS SUPER STAR POINTS</b>
<b>GREEN</b>	<p><b>CHILDREN REMAIN ON GREEN FOR GOOD/EXPECTED BEHAVIOUR.</b></p> <p><b>PRE-STAGE</b> A pause, a gesture, a look etc will often suffice when managing low-level behaviour issues. This approach should always be the first step and only if this proves unsuccessful should the adult move to Stage 1.</p> <p><b>1) VERBAL WARNING x 2</b> It must be made clear to the child why a warning has been given. A warning can be a reminder of class expectations regarding low-level disruption. Verbal warnings must be given before a child moves to the next stage.</p>
<b>AMBER</b>	<p><b>2) Move to Amber</b> This is given if a pupil fails to adhere to the warnings. If the child shows a change in their behaviour during this time, they can <b>move back to green</b>. If after a while the behaviour still doesn't improve, then the child's name will be <b>moved to red</b>. The pupil can negotiate for the amber sanction to be removed by positively changing their behaviour. The pupil must speak to the teacher and state if this is their intention. The sanction should be removed at the end of the day if the pupil successfully changes their behaviour. If a pupil misbehaves again, they will move to Red.</p>
<b>RED</b>	<p><b>3) Move to Red</b> In the rare event that a pupil moves to red, they will have 5 minutes off their play time or lunch time. After 5 minutes the child will return to their work / play / lunch and move back to amber. If a pupil continues to make wrong choices or displays poor behaviour they will be sent to the KS leader for 10 /15 mins with appropriate work. The form must be filled in as to why the child has been set out of class.</p>

<h2>Behaviour Sanctions</h2>	
<b>Children will not automatically work through the level</b>	
<b>In the Classroom (See appendix 1)</b>	
<b>Level 1 – Class teacher Sanctions</b>	<ul style="list-style-type: none"> <li>• Low level behaviour will result in a warning</li> <li>• If behaviour persists, move to red, then 5 off break or lunch time. All reds need to be recorded on the behaviour sheet. If a child receives another red during the course of the am/pm session, they need to be sent to Key Stage Leader.</li> </ul> <p><b>Consistent unacceptable behaviour will result in Level 2 sanctions</b></p>
<b>Level 2 – Key Stage leader Sanctions</b>	<p><b>The Wellbeing coordinator (Mrs Bailey) will be involved (in some instances) with Level 2/3/4 behaviour sanctions</b></p> <ul style="list-style-type: none"> <li>• If a pupil is sent to the KS leader they will complete work set and then be sent back to class after 10/15 mins</li> <li>• The Key Stage Leader will discuss behaviour expectations with the pupil. A record will be kept of the pupil moving to Level 2 on the behaviour log.</li> </ul>
<b>Level 3 –Initial Meeting with Deputy Head</b>	<ul style="list-style-type: none"> <li>• If there are three incidents of a pupil being removed from their class to Key Stage Leader intervention, parents will be invited into school to meet with Assistant Head, class teacher and pupil.</li> <li>• At the meeting, behaviour actions and targets will be agreed and reviewed daily by the Assistant Head (behaviour card needs to be signed daily).</li> </ul>

	<ul style="list-style-type: none"> <li>• A review meeting/phone call will be made to discuss improvements. <b>If no improvement is made, persistently unacceptable behaviour will result in Level 4 sanctions</b></li> </ul>
<b>Level 4 – Formal Meeting with Headteacher</b>	<ul style="list-style-type: none"> <li>• Parents/Guardians will be invited to a formal meeting with the HT, AHT, CT and pupil. Details of the meeting will be recorded on CPoms.</li> <li>• School will begin consultation with external agencies for advice and support.</li> <li>• This may lead to a temporary internal exclusion to another classroom.</li> <li>• The last course of action would be a permanent exclusion and a comprehensive log of ‘actions supporting improvements in behaviour’ will be presented to governors.</li> </ul>

**Review Approval Body:**

**Date Approved:**

**Next Review Date:**