At Castledyke, we believe that communication and interaction are the keystone to healthy living and accessing opportunities in school and in future life.

Castledyke promotes, at any given opportunity, the use of communication, language and interaction skills.
CASTLEDYKE PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Think Positive! Think Castledyke!

Introduction/Castledyke Context

This document sets out the ethos, strategies, and clear policy devised by Castledyke, pupils (school Council) staff, (teaching and learning, Senior leaders and behaviour staff). It takes into account the responses from parental, pupil and staff questionnaires. It has been devised in accordance with the ethos and strategic direction set by the Governing Body. They are looking for evidence of happy, emotionally resilient children who are able to take advantages of all educational opportunities offered to them.

Castledyke has introduced a colour coded system of monitoring all aspects of the curriculum and behaviour; green is where we want to be, amber is an area warning of concern, red is an area of concern (RAG) This RAG system is applied throughout school and is simple enough for children and parents to understand. It is working to support, and encourage positive outcomes in both learning and behaviour.

At Castledyke we work to create a positive climate in which pupils, staff and parents respect each other equally and take a real pride in our school. Castledyke hosts Local Authority, Located Behaviour Provision which means that there are generally more pupils within school who present very challenging behaviour. Only pupils who are close to permanent exclusion, having had numerous fixed term exclusions, gain a place in the located provision.

The school supports a third of North Lincs’ school with behaviour placements and outreach support. Castledyke was selected to undertake and provide this provision due to our success in working with pupils who display very challenging behaviour.

Castledyke has a designated Behaviour Team which meets regularly to discuss pupil’s needs; relevant documentation and information is shared within this group as appropriate.

Aims

To create a positive atmosphere within the school so that all children feel safe and can learn

The behaviour policy is there to provide a framework to support staff, children and families in understanding the clear boundaries of appropriate behaviour so that successful teaching and learning can take place.

We wish to develop good citizens for the future; people who have the ability to make informed choices.
Objectives:

**Pupils:**

- are positive about their school life
- have clear expectations in accordance with socially acceptable behaviour
- are trained and are able to apply strategies that offer them a framework to support self-regulation
- are supported to have high expectations, a strong work ethic, and high self-esteem
- Are supported to gain 100% attendance (see ‘attendance’ documentation)

**Staff:**

- Feel confident and are positive about their school life
- Understand and implement the Behaviour Management Policy fairly and consistently.
- Are able to develop positive relationships with parents.
- Refer to other professionals and other agencies to draw upon expertise
- Are aware, where relevant, of the pupil’s difficulties; whilst maintaining appropriate confidentiality.

**All Stakeholders / Senior Management / Governors**

- Support the development of a positive ethos and a climate for learning
- Ensure that policy and procedure are all in place to ensure that children are safe, feel safe, and able to learn
- To ensure that all staff are supported with behaviour management and trained in order to support their colleagues
- To address and train pupils and staff in anti-bullying techniques. (Separate Policy)
- To address and promote racial harmony. (Separate Policy)
- To develop the concept of a ‘safe’ child linking with the Child Protection Policy (Separate policy ‘Safeguarding’)

For all of the above there will be links to curriculum planning.
Expectations of pupils

The following codes of behaviour have been discussed and adopted by children and staff:

Five Castledyke standards exist within school and are displayed around the school and referred to, generally at the beginning of terms and when children have either exceeded or broken the Castledyke Code.

We Care.

We are well mannered.

We make the right choices.

We are fair.

We are Castledyke!

Expectations of staff

Appropriate behaviour: Teach it, model it, praise it!

Good discipline is based on the mutual knowledge and respect of known standards, alongside strong relationships.

Homophobic, or other derogatory language must be pulled up – children should understand that it is not acceptable and why.

Children should be taught how to work effectively in groups and who to respond in a team situation and as a team member

All pupils should be offered and a motivating, relevant curriculum in order to support positive engagement; teaching staff should recognise if the child is not engaged.

All children should be offered opportunities to be leaders in the classroom, and to undertake independent work

We expect staff to model appropriate behaviour at all time.

We must be consistent in our application of praise and sanctions and we must all use a shared vocabulary.

Good behaviour has to be taught, it does not simply happen. (PSHCE curriculum)
We must provide good examples by:

- Respecting every person.
- Listening
- Treating everyone as an individual.
- Avoiding shouting and confrontation as much as possible

Relationships are important at every level. We should take the initiative:

- Greet and be greeted.
- Communicate and be communicated with.
- Smile and relate.
- Praise, and praise and praise!

**The environment/risk assessment**

Staff working with children need to accept responsibility for providing a safe and secure environment. (Separate Policy, Health and Safety Policy)
This should take into account the difficulties that some children have. It is the staff’s responsibility to minimise risk of poor behaviour.

We should never:

- Humiliate
- Shout
- Over react
- Use blanket punishments
- Use sarcasm.

We always:

- Use humour
- Keep calm
- Listen
- De escalate

Discussion of values which include respect for property, honesty, trust, fairness and self-discipline should form part of moral education.
Rewards for good behaviour

NB Praise is 7 times more effective in changing behaviour than sanctions

It is very important that the positive aspects of praise and reward should have great emphasis.

Some examples currently in use

- Consistent use of praise to both individuals and groups.
- Merit marks, stickers and stamps (for good behaviour and work)
- Certificates for good behaviour (a good photocopiable selection are available)
- Communication to parents, verbal / telephone / card home.
- Commendations in public (assemblies for example/Shining Stars)
- Display of pupils' work.
- Responsibilities and valued ‘Jobs’ awarded to children who display exceptional behaviour.
- 100% attendance certificates pupils /staff.
- Head Teacher’s tea party
- Half termly treat, based upon conduct points gained.
- Friday Options
- Head Teacher’s/ Deputy Head’s stamper.
- Individual class reward systems
- House system (merit points)
- Good Citizen’s Award, from the Police
- Payment for a good job well done, £2.00, Y6 work initiative.
- Elite table at lunch time.
- SEAL tea party

Sanctions

Castledyke standards are a guideline for the pupil’s behaviour; if these are broken then children should know this is unacceptable. The aim is to maintain maximum focus on teaching and learning for the child in question and the rest of the pupils involved.

Peer – circle time weekly in class, daily in behaviour unit for targeted children

Staff Responsibilities:
Class teacher/TA’s – follow behaviour policy and apply RAG system (Red – wrong choice, Amber – make the right choice, green-right choice), classroom sanctions, loss of break times/lunchtimes, time out using timer, buddy classroom

Learning Mentor -
- Class teacher /parent
- Class teacher / Learning Mentor / Parents
- Deputy Headteacher (with the above)
- Headteacher (with the above)
At lunchtime the senior midday supervisor has responsibility for discipline using her team and staff available in school.

Senior Midday Supervisor should use her own professional judgement as to whether the behaviour incident needs referring to Learning Mentor or simply recording in the Lunchtime Behaviour Diary. The diary will be left with the Learning Mentor each day at end of lunchtime session. The LM will annotate entries in diary according to the actions taken.

**Good Practice principles:**

- All staff should ensure that all pupils are aware of the ground rules before commencement of work.
- All pupils should know the type and timescales of activities using a class based visual timetable.

**Hierarchy of behaviour intervention**

- Use of body language, eye contact and appropriate signals in an unobtrusive manner to re-direct pupils who may be moving off task.
- Verbal warning; remind child of their responsibilities and ‘thank’ them for complying.
- Pupils who are then adhering to the standards should be praised and congratulated at REGULAR intervals.
- Pupils with challenging behaviour should be praised consistently when they too are displaying the required behaviour.

**AMBER**

- Persistent, low level, nonconformity. This would result in the pupil being informed that they are on Amber. Moved to a designated area for a ‘timeout’ session. This could be within the classroom or outside the classroom door. The length of time would be age appropriate and time limited using a classroom egg timers. The aim is to bring the child back into the lesson as soon as possible.
- If the behaviour continues or escalates, then the Learning Mentor may be called to support the child. She is likely to speak to the child away from the class and remind them of their responsibilities and return them to the classroom.
- The Learning Mentor may decide that she needs to spend more time working with the child or to refer to parents, school’s counsellor or Deputy or Headteacher.
- Where the member of staff feels that the child has had either a ‘bad’ incident or a series of minor incidents then the parents should be informed either after school or by telephone. The member of staff should offer to speak to the parents about the issues and should ascertain whether there is any underlying cause from home that might be impacting upon the child’s behaviour.
- When the child returns to ‘green’ behaviour they should be praised.
Members of staff may also send a child, with work, to a designated ‘buddy’ classroom to be supervised. The arrangement means that the receiving staff will make no comment on the behaviour but accommodate the child and supervise the work done. (Some children may need support to move to the receiving classroom.) Feedback can be given after the session.

Any serious incidents, including damage/intended damage to property, physical aggression towards children or staff, also require documentation in the form of a chronology sheet. Serious incidents, of a one off nature, should also be directly referred to the Learning Mentor, Deputy and Head.

- Team Teach
- Cozy Cave
- All incidents must be recorded on ‘Behaviour Watch’
- The child should always be praised when they return to ‘green’ behaviour

Care should be taken to make the sanctions appropriate. Both praise and sanctions should be administered in a consistent manner by all staff so that both children and parents alike can see fairness in our approach.

After an incident it is essential that staff concerned work to preserve the strong relationship with the child. All effort should be made to work on reconciliation and pay back. ‘Repair and retrieve’ work should be undertaken, perhaps using a ‘Circle Time’ strategy so that the child knows that the staff hold no grudge. Staff may wish to go through Restorative Practice

Note should be taken of the child’s attendance and where this seems to be a factor in behaviour management the EWO should be informed and involved.

Where, it seems, to the member of staff, that there are issues at home they should refer immediately to the Learning Mentor, Deputy or Headteacher.

The SENCO / Learning Mentor should be made aware of all children whose behaviour is deteriorating. The ‘Special Needs Code of Practice’ applies to behaviour and children showing a poor response to support will move up the stages of the Code:

- Concern – Classroom management
- School Action – parents, Learning Mentor, SENCO involved
- School Action Plus – parents, Learning Mentor, SENCO, Head, outside Agencies

Should it be decided by all parties that the child is to move up the stages of the ‘Code of Practice’ The SENCO will ensure that the relevant members of staff and the parents are informed of their duties and responsibilities

A copy of all documentation relating to meetings and SEN behaviour issues must be lodged with the SENCO.

All incidents within the red banding should be recorded on Behaviour Watch.
Dealing with Children with Emotional and Behavioural Problems

Children who exhibit behavioural problems will need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP).

In these cases it is likely that the School Counsellor will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies and according to advice from the educational psychology service.

Transition

All records relating to a child’s behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Y6 the SENCO will organise a full transition / induction processes with the receiving school, according to the child’s needs.

Exclusions

Fixed Term Exclusions
Castledyke Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. Sending a child home may present child protection issues, or results in the child looking for exclusions in order to take control of their situation. The Governors are strong in their feeling that children should learn to cope with all situations in a positive manner and that this cannot be accomplished at home.

However, fixed term exclusions remain a sanction that will be used where the judgement of the headteacher deems it to be the best way forward.

A fixed term exclusion would be put in place in accordance with legal regulations and documentation where it was felt that this action would support the child in moving their behaviour forward or where there has been a serious breach of health and safety. The school ethos, as said, does not support the whole sale use of fixed term exclusions and when they do occur it should be considered by all parties to be a very serious matter.

The authority to exclude resides only with the Headteacher.

Further:
Children may be excluded at lunchtimes, on a fixed term basis, if other reasonable steps have been taken and not been successful.
This may also be the case for the school bus. The driver and the bus company also have the power to exclude from its use.

The above procedure relates to formal fixed term exclusions. Internal exclusions are reported using behaviour watch and managed as part of the red behaviour sanctions and should be recorded on BH. The three points made above would constitute ‘red’ behaviour sanctions and must be recorded on ‘Behaviour Watch.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they have undertaken their punishment.
Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a **last resort** and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations).

The governors of Castledyke Primary agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

The school must clearly show that they do not have the facilities to support the child’s needs. LA advice from the behaviour service would be sought in any instance of permanent exclusion.

**Relationships with parents**

Parents have a vital role in fostering good behaviour. Parents should be encouraged to be involved in their children's schoolwork and actively encourage to reward progress. Some parents may find this difficult and may need guidance. Parental support for school's policy is very important. Communication is important at all times, particularly when problems occur with a child. A two way system of communication is important so that school can contact parents and parents feel they are welcome into school if they have a problem. Good behaviour, as well as poor behaviour, should be communicated to parents. Early notice of particular difficulties should be given so that problems can be discussed and a joint plan of action can be devised.

Staff need to be aware of difficulties or pressure at home, which may cause a child to exhibit problem behaviours. The Learning Mentor will form one of the main planks of home/school liaison. It is within her role to have a strong relationship with the family and to liaise with outside agencies. She may also be involved in the meetings where families are working under arrangements set up by Social Services or other agencies. Home visits are part of the supportive process.

The school currently also offers ‘Family Links’ courses each year. The Learning Mentor, and Counsellor facilitate these courses for selected families.

Good relationships with parents – where staff have always praised the positives, will support them in talking and working with parents when there is a problem. Parents need to feel that they are not being judged and that the school is being fair to their child.
Whole School Approach Monitoring

To ensure a whole school approach, our policies should be communicated as widely as possible. This would include the school’s website. Data collected from ‘Behaviour Watch’ must be monitored for positive and negative entries each term. The Learning Mentor will analyse this data for Governors in her termly report and report to SLT each half term.

Behaviour data will be particularly noted for target groups of children e.g. SEN, pupil premium, and Children in care, as these children can be over represented in behaviour groups, and action must be taken where this is the case.

Teaching staff will ensure that positives are included on ‘Behaviour Watch. The annual report to parents will include a section on ‘significant achievements’.

Parents and pupils will make, end of year, comments, both on the positive and negative aspects of the school as they perceive them; teachers will include these comments as part of the annual report. The HT will review these comments when making her own comments on each child’s report.

The parental feedback sheets will all come to the HT who will take forward any significant points as changes to the report / practise.

Staff, parents and children will be asked to fill in a questionnaire, based upon the Ofsted model, on an annual basis. The Headteacher will use the analysis of results to take forward further work in this area.

The school should takes note of comments from pupils, parents, staff and Government initiatives when reviewing this policy which is done, at least, every three years.

K. King, Acting Headteacher
M. Cook, Learning Mentor
Behaviour Team

Policy Agreed, Nov 2016