



Cricket Green School

Behaviour Policy



Date reviewed: Summer 2016

Review Date: Summer 2017



CRICKET GREEN SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Cricket Green aims to make the school a safe and happy environment for all. It expects respect for all and encourages a tolerance of others, regardless of gender, culture, sexual orientation, belief or exceptional need. Good relationships are encouraged in an environment of honesty and openness. The school ethos and rules aim to encourage this tolerance and acceptance.

We aim to promote and expect the highest standards of behaviour from our learners. We recognise that good behaviour is learned and we aim to provide role models in the way the staff engage with each other, parents/carers, other professionals and pupils. The staff Code of Professional Conduct underpins this across the whole school community.

School rules are established for the benefit and well-being of the whole school community. The rules are revisited with learners through the Pupil Council and are displayed in classrooms. It is the duty of all staff at school to apply school rules with consistency and fairness. Good behaviour is the result of the highest expectations of all staff.

We encourage all learners to:

- Develop self control and self discipline
- Learn respect for the other people's rights and individuality regardless of gender, culture, sexual orientation, belief or exceptional need
- Develop honesty and courtesy
- Develop a sense of responsibility for the consequences of their actions
- Learn to respect and show tolerance for others and their possessions
- Develop the understanding and skills to enable them to show consideration for others in work and at play

The emphasis is on promoting positive behaviour, in the knowledge that this has a beneficial effect on development and learning.

The school recognises that for some learners learning to behave appropriately is part of their identified need. There may be times when learners experience emotional or intellectual difficulties which manifest themselves in challenging behaviour. The school recognises that challenging behaviour can have a communicative intent and it is our role to put into practice measures to teach alternative ways of behaving and expressing emotions. Annually, all staff are trained in skills to diffuse difficult situations and de-escalate potentially challenging incidents. Additionally, for relevant members of staff, this is enhanced by specific training in physical handling where deemed appropriate. This is conducted through "Prospects" and the school trainers. Specific behaviour management programmes are devised to enable learners and staff to address any individual challenging behaviours. ABC/STAR/Functional Analysis charts can be used to record frequency of behaviours, the environment in which they happened and how the behaviour was resolved. The Brief Functional Analysis allows staff to analyse behaviours before devising a plan. Plans are discussed by teams at team meetings and with the Assistant Head. The management plans record and emphasise the desired alternative behaviour and the interventions/environment needed to ensure this. Rewards are used consistently. Plans are reviewed on a regular basis. Prospects in school trainers will work with staff to create plans and train in specific interventions.

In order to promote positive and alternative behaviours the classes have reward systems which are known and understood by pupils. This rewards positive behaviour, effort and achievement in work or attitude. Public praise is given at school assemblies eg: Star of the Week for primary and The Good News Book in secondary, linked to Friday pm Golden reward time. Learners are often brought to members of the Leadership team for immediate reward and praise.

Circle and reflection time are used throughout the school to promote opportunities for learners to discuss things in a blame free environment. They aim to promote reconciliation from disagreements.

The school treats seriously behaviour which harms or affects others adversely. Persistent inappropriate behaviour results in sanctions being applied, including withdrawal from leisure time, on site suspension, discussions with parents and ultimately exclusion. Bullying, physical or emotional, will not be tolerated.

In exceptional circumstances the use of physical interventions may be necessary. It is only used in instances when a pupil is in danger of hurting themselves or causing significant harm to others. Interventions are only used when all alternative de-escalation strategies appropriate to the age and ability of the child, have been tried in order to resolve the situation. It is never used in anger or punitively. If learners shows persistently challenging behaviour, this will be identified on their management plan and a risk assessment will be completed before interventions are planned. Prospects in school trainers will provide support for staff in planning interventions.

Corporal punishment is illegal and is not used at Cricket Green School under any circumstances.

All incidents of challenging behaviour are recorded on the school incident form, clearly noting the perceived triggers, observable behaviour and results of the behaviour. This is then passed on to SLT who record any follow up that needs to take place. Forms are then filed in a confidential place. When a physical intervention is used, this is recorded on a physical intervention form and recorded in the hard copy Incident Book. A member of the Leadership team should be informed. The school will always adopt the least restrictive approach. Any restrictions that are applied will be specified in a management plan agreed by SLT and parents.

The school has adopted Prospects as a training provider accredited by BILD and adheres to their Code of Practice on physical intervention.

Celia Dawson/Bonnie Brown

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