

Crockenhill Primary School

Learning together. Working together. Achieving together.

Behaviour Policy

Introduction

At Crockenhill, we believe that positive behaviour is achieved through mutual respect and consideration for each other. We believe that people behave well when there exists a shared understanding of what is expected of them and when people feel valued. We are committed to securing positive behaviour within the school. We will take appropriate action to ensure that any negative behaviour from anyone in the school does not impair the experience, or wellbeing of others.

Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school. Older pupils are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At Crockenhill, we aim to have a positive caring ethos and provide challenging well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Through this policy we aim to:

- Create a safe, caring and happy school.
- Support pupils in taking responsibility for their behaviour.
- Promote values and behaviour patterns that pupils and others take beyond the school environment into the wider community.
- Provide a clear framework of expectations and behaviour.
- Ensure a whole school approach to discipline, which is agreed and adopted by all staff in the school.
- Provide clear guidance of how the school will deal with incidents of unacceptable behaviour and reward positive behaviour.
- Secure a reputation for the school that recognises the positive behaviour of those that are associated with it.

The school will:

- Have clear and consistent rules about behaviour, which children are involved in making, through class rules discussions and reviewed at School Council at the beginning of the academic year
- Treat all pupils and other adults with respect
- Provide positive role models by being polite, respectful, encouraging and supportive of one another
- Have appropriately high expectations of behaviour and clear sanctions that are applied by all adults in the school community
- Deal with unacceptable behaviour in a calm and controlled way
- Reject all bullying, harassment and undesirable behaviour, both within and outside the classroom
- Develop positive home/school links and work with parents to improve a pupil's behaviour when persistent problems occur
- Provide training for all staff during induction.

The school expects that pupils will:

- Know and follow class and playground rules
- Accept responsibility for their behaviour.

Accept the authority of all adults within the school community including CASPERS and lunchtime staff- responding to them appropriately.

- Follow instructions given by adults, without challenge, either verbal or through gesture.
- Speak politely, respectfully and kindly to and about others, both in school and in their wider community.
- Support and help others wherever possible.
- Refrain from using any language or behaviour that may cause hurt or upset of any kind to another.
- Include any child who wishes to take part in play activities if possible
- Report incidents of unacceptable behaviour to their teacher or to the nearest available adult on duty.
- Give accurate and honest information when asked.

The school expects that parents/carers will:

- Demonstrate their support of the school's behaviour expectations by reading the school's Behaviour Policy, signing the Home-School Agreement at the beginning of Year R and Year 3, and sharing it with their children.
- Follow the School Policy for uniform when purchasing new clothing and footwear
- Work positively with the school if their child is demonstrating persistent negative behaviour.
- Seek support and advice where necessary from the school if they are experiencing negative behaviour from their children at home.
- Take responsibility for the behaviour of their child/ren whilst on the school premises before and at the end of the school day.
- Raise any issues about the school's management of behaviour in a calm and reasonable way.
- Alert the school immediately if there is any change in their child's behaviour at home.
- Make use of the school's Family Support Worker when advised or requested.

Class rules

These will be decided by and displayed in each class, but will contain the following messages:

- Don't hurt anyone on the outside or the inside
- Listen to others, take turns and let others learn
- Treat others the way you would want to be treated
- Be helpful, kind and polite

Reward systems

- Pupils will be given regular praise for good behaviour.
- For a pupil that has been exhibiting negative behaviour it is important that any improvement is recognised immediately.
- The school's house point system
- Certificates to reward positive behaviour
- Good classroom management systems e.g. table points for tidiness or certificates.

- Marbles in a jar for class behaviour collectively leading to a weekly 'treat' in EYFS/KS1, and half termly in KS2
- Stickers
- Golden Table – Friday lunchtime reward.
- Certificates of Achievement and excellent pieces of work shown in Friday's assembly
- Sharing good examples of work with other classes
- Headteacher stickers and awards
- Inter-house competitions

Recognition Boards

Within each classroom there will be the opportunity for staff to display good examples of work.

Sanctions within the classroom

Use of traffic light system in the classroom. This involves having a green, yellow and orange system.

STAR

If a child does something exceptionally kind or particularly good work, they can be added to the star at the top of the behaviour chart, and also put on the Recognition Board.

GREEN

- The children begin each day on green.
- When a child displays undesirable behaviour, they are first reminded of what is acceptable (age related) and given a warning.

YELLOW

- If the child repeats the undesirable behaviour, they are moved to yellow (CT can decide on sanction e.g. 5 mins off play/ Golden Time)

ORANGE

- If the child repeats an undesirable behaviour, they are placed on orange. At this stage the child's persistent undesirable behaviour will be recorded. In KS1, the class teacher will record this in the class Behaviour Log and in KS2, children will be asked to write down their behaviour on their own Behaviour Record Sheet (kept in a class Behaviour folder). When entries of undesirable behaviour become a concern to the class teacher the pupil will be sent to the Phase Leader, and parents may be called in to school for a discussion.

Possible Sanctions :

(CT can decide on sanction)

- 10 mins off lunchtime play/ 5 mins off play and 5 mins off Golden Time
- Pupil sent to another class for reflection or time out (In some instances it might be necessary to use some time to reflect on their behaviours in another area of the school)
- Pupil sent to the Phase Leader

Red Card

- Pupil sent to a member of SLT
- Persistent undesirable behaviour will result in moving to red.

Some behaviours are serious enough to move the child straight to red. Possible Sanctions

- full or multiple playtimes missed,

- withdrawal of privileges like jobs or representation of the school,
- letter of apology,
- withdrawal of permission to attend a school club,
- phone call or letter to parents
- Pupil placed on a weekly report with parental involvement
- In dealing with moderate negative behaviours resulting in a child moving to 'red', CTs will involve Key Stage Leaders in reinforcing the message about expectations of behaviour. These behaviours will be recorded in the class Behaviour Log.
- In dealing with serious negative behaviours or persistent negative behaviours over time, CTs will involve the HT or DHT. These behaviours will be recorded in the class Behaviour Log, and parents will be called in to discuss the behaviour.
(see appendix 1 for lists of types of behaviours)

Playground rules

These will be agreed by the School Council and shared with all pupils in Assemblies. Our School Rules apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in place so that all our pupils can be safe and happy.

- Stop and stand still once when the first whistle is blown
- On the second whistle, children will line up quietly and safely
- If the children do not do the above, they will be asked to practise during their next playtime
- Stand in line safely with no pushing or overtaking
- Speak quietly in the Hall at lunchtime
- Walk quietly down corridors
- No playing in the toilets
- If children require "time out" at lunchtime, they will be told to stand by the wall in the playground for a specified amount of time, or until the adult feels they are calm and ready to behave appropriately.

Midday Supervisors can write any incidents of negative behaviour written on a blue sticker and then are given to the Class Teacher at the end of lunchtime and it is then placed in the class Behaviour Book.

Playground and CASPERS Possible Sanctions

- Low level undesirable behaviour in the playground should be dealt with by giving children a verbal warning.
- If undesirable behaviour is repeated or continues then children should be asked to 'sit out'/ time on bench/ walk with a staff member etc.
- If moderate negative behaviours are displayed, then the child's name should be recorded on a blue sticker and given to the class teacher to add to the class behaviour log. If a child's name is in the class Behaviour Log, the class teacher will consider sanctions.
- If serious negative behaviours are displayed, then the child should be sent straight to a member of the SLT and a record will be made in the Class and School Behaviour Log.

Possible Sanctions:

- Internal exclusion
- Missed playtimes
- Phone call or letter home
- Daily Behaviour report.

Serious negative behaviour

Instances of this kind of behaviour should be extremely rare. In cases where a child has been on RED level regularly in one short term, then an internal exclusion will be enforced. Parents will be contacted and an agreed personal support plan may be put in place. During this time, the child will work in isolation from the rest of their class for a set period of time.

The school staff are trained to use physical intervention to prevent pupils from hurting themselves or others, from damaging property or from causing disorder (see appendix 2 on 'Use of Reasonable Force')

In the case of any negative incident deemed to be racially motivated, the Headteacher **will** seek advice from KCC regarding whether the incident should be formally reported through the KCC racial incident monitoring system. The Headteacher will also seek advice regarding appropriate sanctions.

On transfer to another school, the Headteacher will review any behaviour letters/reports that have been kept on file. If they do not reflect the pupil's current behaviour, they may be removed from the file and disposed of appropriately. If they do reflect the pupil's current behaviour they will be forwarded to the receiving school.

Formal documents that refer to instances that have been dealt with by KCC and reports and letters that refer to temporary or permanent exclusions will be forwarded to the receiving school.

Physical/ verbal aggression which endangers the wellbeing of staff and pupils will result in a fixed term exclusion, and if persistent could result in a permanent exclusion.

Behaviour as a special need

We recognise that some children will have specific needs and will need extra support to help them to follow the school's rules and policy. The school will tailor the support it provides to the individual child, although actions might include:

- Observations to identify patterns of behaviour
- Calming and de-escalation techniques (majority of staff are Team Teach/ Positive Handling trained)
- Use of the 5 points (Leuven) scale will be added to work in books as a record
- Structured support during playtimes/ lunchtimes
- Pastoral clubs e.g. Quiet club/ Chatterbox
- Withdrawal from class if necessary
- Physical intervention may sometimes be required if the child or others are at risk of harm. Records will be kept of any physical intervention used.
- Seeking external advice (Educational Psychologist, Specialist Teaching & Learning service, Children's Specialist Services, Health Service, LIFT)

Exclusions

The school reserves the right to protect members of the school community from negative behaviour and at times might deem it appropriate to give a fixed term exclusion.

- Lunchtime exclusion – if a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time, they will be required to be collected by a parent/carer and returned for afternoon registration. This course of action occurs when we feel that the child is unsafe and in jeopardy of endangering the safety of others.

- Fixed term exclusion – at times, it may be necessary to exclude a pupil for a fixed term. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time, staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion – This would only occur when all interventions for support have been exhausted, and staff believe that Crockenhill Primary School is unable to further meet the pupil's needs.
- Pupils will be immediately excluded for a fixed-term period (or permanent if necessary) if they use any form of physical aggression towards other pupils or staff. This may be an internal or external exclusion depending on the nature of the incident. In the event of this decision, parents will be kept fully informed at every stage of the procedure.
- Pupils will also be excluded for other serious offences, including persistent disruption of the learning of others where other sanctions stated in this policy have failed to modify the pupil's behaviour.
- The final decision for excluding pupils will be made only by the Headteacher after reviewing the evidence. Class teachers are required to build up a profile of negative behaviours using the class behaviour logs
- All exclusions must be logged and exclusion letters attached to a child's folder.
- Where appropriate, behaviour logs should be used to document information and to allow pupils to have their say.
- The Headteacher will write the formal letter of exclusion to parents and the school must contact the parents by telephone to explain the reason for the exclusion.
- The Headteacher must ensure that any incident leading to exclusion is fully documented on an incident form and should include the taking of written signed statements by all pupils and relevant witnesses involved in the incident (including the pupil who is excluded).
- The Class teacher will ensure that work is sent home during the period of exclusion. It is a legal duty that we do this.
- Pupils must attend a re-integration meeting with the SENCo, FLO and/or Headteacher after an exclusion. A pupil cannot be allowed back into school until this has happened.
- Where a number of separate fixed term exclusions have been made a disciplinary meeting with governors may be called

Home-School Agreement

In the Home-School Agreement parents are asked to support the school in the implementation of this Behaviour Policy.

Bullying

To find out about the way the school deal with all forms of bullying, please refer to the school's Anti-Bullying Policy.

Strategies for improving behaviour

- All classes will have a set of class rules
- Circle time/ class discussions when appropriate
- Stickers/ sticker charts
- Peer support
- Giving responsibility
- Regular reminders through assemblies, class discussions

- School Council
- Involvement of, and support from, outside agencies
- Family Support Worker
- Pastoral Care

Equal Opportunities

As with all other policies, we will apply the school's Behaviour and Physical Intervention Policy fairly and equitably to all pupils. We recognise that children's personal experiences outside school will have a significant effect on how children behave. We will always give due consideration to any pupil's background and experiences whilst not compromising the school's expectations and standards of behaviour.

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Appendix 1

Examples of different levels of behaviours

Moderate negative behaviour – Age dependent - ORANGE

Ignoring simple instructions
Deliberate refusal to answer when spoken to
Calling out
Inattention
Interrupting
Silly behaviour – giggling
Leaving place without permission
Interfering with the work or belongings of other children
Attention seeking distractions
Pushing in line; general insensitive movement around the school
Talking in assembly/Zoom assembly
Talking whilst an adult or child is doing so
Responding negatively to the remarks/comments of others – sneering
Whispering behind hands
Inappropriate answering to others
Ill treatment/disrespect of equipment
Spoiling others play
Violence towards others – punching, slapping, hitting, strangling, biting, kicking, spitting etc

Writing unpleasant notes/messages about others
Answering adults back
Sneering/staring inappropriately when spoken to
Turning away when being spoken to
Lying
Bad language
Gossip about peers/adults
Deliberate provocation of others
Verbal - name calling etc.

Serious negative behaviour – Red Card

Persistent repetition of the above
Destruction or theft of the work/belongings of others
Inappropriate gestures
Use of weapons (this is likely to lead to exclusion)
Bullying – verbal/physical/cyber (see Anti-Bullying Policy)
Racial/Homophobic/ Trans phobic abuse
Negative comments related to disability/ SEN
Misuse of Internet facilities
Damage to school property (including destruction and theft of)

Appendix 2

THE USE OF REASONABLE FORCE

- Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension is not an automatic response to staff accused of excessive force.
- Senior Leaders should support their staff when they use this power.
- Reasonable force covers a range of activities that involve physical contact with pupils.
- Force is usually used to control or restrain.
- Reasonable in the circumstances means using no more force than is needed.
- All members of school staff have a legal power to use reasonable force. This can include any people the Head teacher has put temporarily in charge of pupils e.g. parents on a trip.

In school we may use reasonable force to:-

- Remove disruptive children from class.
- Prevent a pupil behaving in a way that disrupts a school event.
- Prevent a pupil leaving the classroom.
- Prevent a pupil from attacking another pupil, staff or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

We will always make reasonable adjustments to this policy for disabled children and children with SEN.

Please note that Schools DO NOT require parental consent to use force on a pupil. There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g.:-

- Holding a young child's hand to guide them through school
- A handshake when a pupil is being praised
- Demonstrating use of a musical instrument
- Demonstrating in PE or sports coaching
- First Aid

The Head teacher will refer to the guidance 'Use of Reasonable Force in Schools' published by the DfE.

Reviewed Feb 2022

Next review – Summer 2023