

# CROWLAND PRIMARY SCHOOL



Behaviour Policy 2015

# CROWLAND PRIMARY SCHOOL – BEHAVIOUR POLICY

*At Crowland Primary School we aim to provide a calm, stable and caring environment which encourages children to develop as responsible citizens. We want every child to feel secure and able to take advantage of the all available learning opportunities.*

*Our behaviour policy is aimed at promoting self-control and co-operation and is weighted towards positive reinforcement of good behaviour. This policy has been written using the guidelines available to schools from the Department of Education – Behaviour and Discipline in Schools (February 2014).*

## *Objectives:*

- To value the diversity of our school community and to meet the needs of our children*
- To promote consideration and respect for others and property within the school*
- To set high standards and have high expectations of all children*
- To ensure children move safely around the school*
- To ensure the emotional and physical safety of everyone in the school*
- To promote pride in our school environment*
- To promote positive behaviour and to deal with unacceptable behaviour immediately*
- To recognise and act upon incidences of racism and bullying immediately*
- To be consistent and fair and to give the children positive recognition for their contribution to the school community*

## *Equal Opportunities*

*We believe that it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.*

*We are committed to challenging stereotypes and discrimination. We recognise that children's behaviour can be variable and can be affected by situations. At Crowland Primary School we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations.*

*In certain cases, a child may present with challenging behaviour. For a variety of reasons they may find it difficult to follow our school rules and expectations. In these cases, a child will have a personalised education plan with specific targets and strategies, working in close partnership with the Pastoral Support Manager and/ or Assistant Head for Inclusion and with families.*

*The school is committed to its legal duties under the Equalities Act 2014 in respect of safeguarding and children with special educational needs. See also school's SEND policy.*

*The following types of behaviour are unacceptable:*

*Racism - Name calling – Homophobia – Bullying – Physical aggression – Refusal to work – Refusal to obey school rules – Severe disruptive behaviour.*

## 1. School Rules Affecting Discipline and Behaviour

The school rules on behaviour are made well known to the children and are constantly reinforced. They are as follows:

- Do as the teacher or other member of staff asks on the first time of asking
- Do not talk when the teacher is talking to the class
- Keep hands, feet and other objects to yourself
- Walk quietly, without running, inside the building. Do not jump down the stairs.
- Do not leave the classroom or building without a teachers permission
- All forms of fighting, violence, name calling and rough play are forbidden. Children must not retaliate but must seek help from a teacher or other member of school staff to sort out disputes
- Children must not bring sweets, toys or other valuables into school
- All children and adults must be treated with courtesy and respect
- Discriminatory remarks are unacceptable and parents will be notified if their children use them (the school is also required to report such incidents to the local authority).
- All bullying, in whatever form, is unacceptable regardless of how it is delivered or what excuses are given to justify it (see School's Anti Bullying Policy).

Children need to be given strategies to cope in conflict situations without resort to aggression. If someone upsets or hurts them they should:

- Not do the same thing back
- Say ' Stop it I don't like it'
- Tell an adult if they are hurt, sad or unhappy.
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## 2. Rewards

**Our behaviour policy is based on reinforcement of good behaviour. All staff seek to praise children and give them encouragement whenever possible. It is our intention to actively look for success in every child and to celebrate this.**

Children who work and behave well or who try hard to improve receive a variety of rewards. All key stage 1 and 2 classes use the 'Go for Gold' system, with the same system operating in Nursery and Reception. (Appendix 2) A variety of other systems are used by staff to encourage individual and whole class positive behaviour. These include:

- **Stickers** – given to individuals to reward good behaviour, hard work or exceptional effort
- **Raffle Tickets** – children are rewarded for their good positive behaviour by receiving raffle tickets and a weekly, 'Celebration Assembly' gives them a chance to, 'win a prize.'
- **Tick Sheets** – these may be given to individuals who need additional encouragement. A target is set for the number of 'ticks' needed over a set period of time to receive an agreed reward
- **Individual Behaviour Plans** – some children may need the support of a positive tailored behaviour plan.

### 3. Sanctions

The school identifies unacceptable behaviour and sees this as having, 'levels.'

#### Behaviours

<b>Low level</b>	<b>Moderate level</b>	<b>Serious level</b>
Fidgeting/ fiddling Telling tales Dropping litter Being noisy Failing to keep on task Walking around the classroom when you should be working Unkind remarks towards others or their family Bad language (one off) Time wasting Telling lies Spitting Being rude Not handing in mobile phones Not having the correct uniform No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy. Poor sportsmanship	Consistently shouting out Poor effort Distracting others Poor attendance/punctuality Walking out of class Hurting others Coming unprepared for work (continuously) Fighting Stealing Interfering with other children's property Disregarding adults Threatening/aggressive behaviour Refusal to co-operate Vandalism-graffiti etc. Outside of school, bringing the school into disrepute	Serious assault Throwing/kicking furniture or equipment Vandalism eg extreme damage to school property Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/incidents School refusal Bullying (including cyber bullying)
<b>Dealt with in class. Children asked to go down a colour on 'The stay on green chart'. Any persistence of low level behaviours would move into moderate level</b>	<b>Repeated incidents of any moderate behaviours – the deputy head or the Headteacher is informed. Parents may be informed. Repeated incidents may result in serious level sanctions</b>	<b>Parents informed.</b>

#### Sanctions and Procedures

<b>Low level</b>	<b>Moderate level</b>	<b>Serious level</b>
Frown Verbal check Withdrawing attention Repeat activity Take work home to complete Sit alone Miss out on an activity Warning Letter of apology Related sanction eg complete work, clean up mess	Time deducted from own time (playtime lunch) Time out in another class Extra work Buddy system Reflect and write Contact with parents Informal parents phone call meeting Attendance letter Loss of privileges (miss class trip or event, club attendance) Referred to Deputy head Internal exclusion –Focus Room EWO referral Involve pastoral support manager	Deputy to inform Headteacher Involve parents Involve Inclusion manager Involve outside agency to access support Weekly behaviour report home Pastoral Support Plan Pastoral support EWO referral Lunchtime exclusion Internal exclusion – Focus Room Modified timetable Fixed term exclusion Permanent exclusion

#### **4. Use of Force to Control and Restrain Pupils**

The school follows the guidance given by the Department of Education - Behaviour and Discipline in Schools (February 2014).

The Headteacher is responsible for the overall monitoring of the behaviour policy

#### **Monitoring Arrangements**

Regular meetings take place with all staff, including lunchtime workers, to raise general awareness of the policy and to discuss individual children. The Deputy Head leads this meeting. The overall effectiveness of the policy is reviewed each year in consultation with staff.

Date .....January 2015

Next review date January 2017

## Appendix 'Go for Gold'- A Whole School Behaviour Management System

### Aims

- To provide a calm, stable and secure environment that encourages children to learn.
- To help children develop as responsible caring citizens and allow them to take advantage of the opportunities available to them.

### Key Elements of 'Go for Gold'

- A behavioural system that promotes self control and co-operation
- Heavily weighted towards positive reinforcement of good behaviour
- Encourages children to take responsibility for their own behaviour
- A clear and transparent system of praise and sanctions
- Linked to the school's ethos and agreed rules.
- Used by all staff members

### How it Works

- Each class displays a 'Go for Gold' chart
- Each day every child starts the day on 'green' on the chart
- They move up or down colours dependent on their behaviour (see next section)
- Children can move up and down quite quickly thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly.
- So that the children's responsibility for their own behaviour is reinforced they generally work the chart themselves (so they are aware of their progression up and down)
- All the children are made aware of the steps up and down the chart
- The system is carried out consistently within each class and across the whole school
- Each day all pupils start on Green so there is a fresh start and an opportunity to do well

### Positive Behaviour and Learning Reinforcement Steps

- **Green** – where all children begin and the minimum expectation for the end of the day
- **Silver** – the first step to reward exceptional behaviour, effort or work
- **Gold** – the second step to reward exceptional behaviour, effort or work. Children who end the day 'on gold' go to the Headteacher the following day for a sticker and small prize. The child's name is also entered into the 'Gold Book'. If a child's name is entered in the 'Gold Book' three times in a term they are presented with a certificate, trophy, school ruler and their name is publicised in the Newsletter...

### Sanction Steps

- **Green** - where all children begin and the minimum expectation for the end of the day
- **Yellow** – First warning
- **Red** – Second warning. Child sent for time out in designated area in class or partner class
- **Blue** – Final warning. Child sent to Headteacher and name entered into the 'Behaviour Book'. If a child's name is entered into the book three times in a term parents are notified and asked to attend a meeting at school.