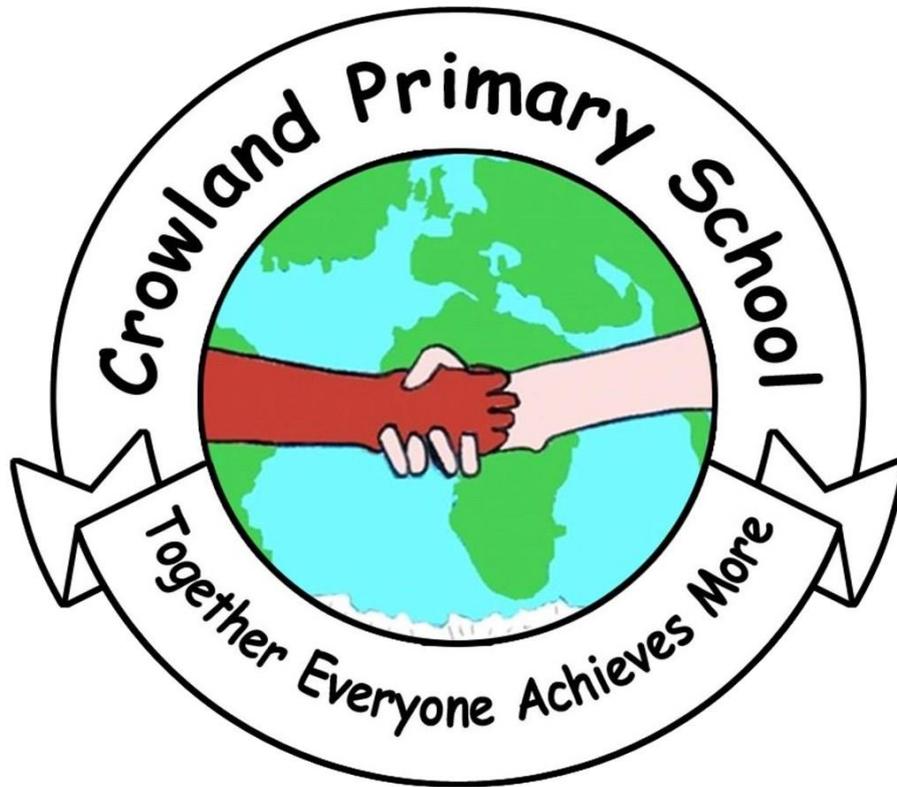


# CROWLAND PRIMARY SCHOOL



## Behaviour Policy

[OP4.1]

Last updated : October 2017

Governing Body :

Status : Statutory

Index : Operational

Website : Y

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 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.

### **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. They will be encouraged to work 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 are examples of types of behaviour that are unacceptable:***

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

### **School Rules Affecting Discipline and Behaviour**

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

- Do as the teacher or other member of staff ask 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 teacher's 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.

### **Rewards**

Our behaviour policy is based on reinforcement of positive 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.

## Sanctions

The school identifies unacceptable behaviour and sees this as having, 'levels of behaviour'. Low, medium and high level.

**Low level** - Dealt with in class. Children asked to go down a colour on 'Going for Gold'.

Any persistence of low level behaviours would move into moderate level

Fidgeting/ fiddling	Telling tales	Failing to keep on task	Time wasting	Borrowing without permission	Poor sportsmanship
Dropping litter	Being noisy	Being rude or Bad language (one off)	No PE kit	Pushing in line	Leaving the work area untidy.
Walking around the classroom when you should be working	Unkind remarks towards others or their family	Spitting	Not having the correct uniform	Running in corridors	Telling lies

### Sanctions and Procedures

Letter of apology	Verbal check	Withdrawing attention	Take work home to complete
Repeat activity	Sit alone	Miss out on an activity	Warning

**Moderate level-** Repeated incidents of any moderate behaviours – Parents may be informed.

Repeated incidents may result in serious level sanctions

Consistently shouting out	Poor effort	Distracting others	behavio ur	Interfering with other children's property	Stealing
Poor attendance/punctuality	Walking out of class	Vandalism -graffiti etc.	Refusal to co- operate	Disregarding adults	Threatening/ aggressive/ fighting/hurtful comments

### Sanctions and Procedures

Time deducted from own time (playtime lunch)	Informal parents phone call	EWO referral Involve pastoral support manager	Time out in another class
Contact with parents	Referred to Deputy Head	Reflect and write	Internal exclusion

### **Serious level - Parents usually informed**

Serious assault	Throwing/kicking furniture or equipment	Bullying (including cyber bullying)	Leaving school without permission	Carrying or using drugs	Vandalism e.g. extreme damage to school property
Serious physical/verbal threats made to staff or children	School refusal	Racist abuse/incidents	Sexualised behaviour or language	Carrying an offensive weapon	Violent outbursts, verbal or physical to either pupils or adults

### **Sanctions and Procedures**

Head/Senior Deputies involvement	Fixed term exclusion	Involve Inclusion Manager	Involve parents
Pastoral Support Plan EWO referral	Weekly behaviour report home	Permanent exclusion	Involve outside agency to access support

### **IN EXTREME CIRCUMSTANCES, PERMANENT EXCLUSION MAY BE DEEMED APPROPRIATE.**

There are a number of circumstances when, having established a pupil's responsibility for unacceptable behaviour and consideration of SEN (if applicable) the pupil will be Excluded. In some instances, subject to further investigation, the pupil may be Permanently Excluded. Note that pupils will not usually be Permanently Excluded in the first instance. Permanent Exclusions will usually be preceded by a Fixed-Term Exclusion to provide an opportunity to fully investigate the pupils' culpability. The circumstances where Zero Tolerance applies and Permanent Exclusion will result are:

- Physical aggression against a member of staff. Serious acts of physical aggression against other pupils, acts of violence leading to injury, or repeated acts of violence against the same victim where exclusion has already been undertaken;
- Very serious acts of high level disorder and lack of cooperation that bring the health & safety of pupils and/or staff at significant risk;
- Possession of weapons. The use or attempted use of weapons including knives, fire arms, imitation weapons, clubs or hardware;
- The possession of, proscribed substances including drugs and alcohol. The passing on or selling such substances on school premises or in the immediate vicinity of the school or the attempting to do so;
- The possession or use of explosives including fireworks in the school building or in the vicinity of the school;
- Discriminatory behaviour directed at people with disabilities or racist, sexist or homophobic conduct. If such conduct is repeated involving the same victim, where exclusion has previously occurred;
- Behaviour which could potentially publically damage the reputation of the school or bring the school into disrepute.

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

The school follows the guidance given by the Department of Education - Behaviour and Discipline in Schools (January 2016).

## **Monitoring Arrangements**

Regular meetings take place with staff, to raise general awareness of the policy and to discuss individual children. The overall effectiveness of the policy is reviewed in consultation with staff.

## **Going for Gold**

Going for Gold is a whole school behaviour management system which aims to provide a calm, stable and secure environment that encourages children to learn. The system is designed to help children develop as responsible caring citizens and allow them to take advantage of the opportunities available to them.

## **Key Elements of 'Going 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 'Going 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.

