



Behaviour Policy 2019

Last Updated: November 2019

This policy has been written to underpin our core values and priorities with particular reference to our Rights Respecting ethos.

Article 3 (best interests of the child)

Article 12 (respect for the views of the child)

Article 28 (right to an education)

Article 29 (goals of education)

Our school rules

We work hard

We are kind

We listen

We are truthful

We take care of each other and our school

Our school rules apply at all times inside and outside the school. They will be taught and reinforced during lessons and assemblies.

We believe that.....

- All of our children, staff and visitors should feel happy and safe within the school environment.
- All of our children have a right to learn and all of our teachers have a right to teach.
- All children and adults who work within our school are entitled to respect and that this is best shown through the way we behave towards one another.

This Behaviour Policy is intended to support all pupils and adults working within Crowcroft Park Primary School.

Children are encouraged to make the right choices regarding their own behaviour. We believe this approach develops self-management and self-regulation in our children.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Roles and responsibilities

The governing body:

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Treating all children fairly and with respect
- Raising children's self-esteem and develop their full potential
- Providing a challenging and interesting and relevant curriculum
- Creating a safe and pleasant environment, physically and emotionally
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.

Expectations of behaviour

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Work to the best of their abilities, and allow others to do the same
- Show respect to members of staff and each other

- Follow the instructions of the school staff
- In class, make it possible for all pupils to learn
- Co-operate with other children and adults
- Move quietly around the school
- Take care of property and the environment in and out of school
- Wear the correct uniform, including P.E. kits, at all times
- Not to eat sweets or chewing gum or bring drinks except water into school
- Not bring toys to school (any prizes won in school should be taken home)
- Accept sanctions when given

Rewards and Sanctions

Rewards:

Children who consistently keep the school rules and those who show improved behaviour should be rewarded. The following rewards should be used:

- **Smiles, claps, stickers, stamps and meaningful praise.**
- **Golden tickets or dojo points** – awarded to children who are following the school rules. Golden tickets are collected in each classroom and 1 ticket will be picked each week from the box. When a child's ticket is drawn, they will receive a small prize. In Key Stage 1 and 2, children will receive a small prize when they have collected twenty golden tickets stamps on a card or 20 dojo points.
- **Golden slips** to be awarded to children who work hard and produce excellent work, relating to their ability. The children complete their section of the golden slip and then take it to the Headteacher who will complete their section, give the children a sticker and record their name in the golden book. These children will have their names read out during achievement assemblies (around 3 per term). One child who has received golden slip will be chosen by the Head teacher each time to receive the golden award badge.
- Whole class reward of **extra playtime** will be given to classes who collect 15 tokens. These tokens are given for classes that line up quickly, quietly and sensibly at break time and lunch time, as well as to classes that come into assembly quietly and sensibly, listen well and leave again sensibly and quietly. Classes can also achieve these tokens by walking sensibly to and from the MUGA.

Consequences:

Consequences will be used when a child does not follow the school rules. The following steps will be followed by all staff during lesson time.

The Steps	Foundation Stage	Key Stage 1 and 2
	Children following school rules are on green	Children following school rules are on gold
Step 1	Reminder of expected behaviour	Verbal warning plus visual symbol
Step 2	Warning and choice (time out to discuss with children in a circle)	5 minutes
Step 3	Amber – speak to parent/carer	10 minutes (If three incidents at step 3 in one week, the teacher should record in the behaviour book and inform parents)
Step 4	Red – time out and speak to parent/carer (record in behaviour book)	15 minutes - Class teacher to record in class behaviour book and on CPOMs. Child to be sent to head teacher or member of SLT who will record on CPOMs and ensure a standard behaviour text is sent to parents.

Serious incidents such as violence, racism or swearing should be referred to the headteacher. In these situations, the steps should not be used in KS1 and 2. In FS the unit manager will speak to parents and record the incident on CPOMs.

In the Foundation Stage:

Staff will record children who get to step 3. Children begin each session on green (i.e. every morning and after lunch).

In Key Stage 1 and 2:

- The minutes relate to loss of playtime. This will be supervised by the adult who gives the consequence.

- Teachers have the option to give children the opportunity to “cool off” at any point before step 4. If this option is used, it must be logged in the class behaviour book. Children should be sent to the nearest classroom with work to complete. This is not a sanction; it should be used as a way to avoid escalation of inappropriate behaviour. A telephone call should be made to the receiving teacher to inform them. The receiving teacher will then provide a place for the child to work without further discussion of the behaviour. This must be recorded in the behaviour book or on CPOMs.
- Children are able to move back up to gold if they have tried hard to turn around their behaviour (though this needs to be monitored that the same children are not yo-yoing up and down)

The consequences of inappropriate behaviour are applied on a daily basis with each new day giving all involved a ‘fresh start’.

Lunchtime/playtime:

The school rules apply throughout the school day and will be reinforced by lunchtime staff and staff on playtime duty. Staff will focus on encouraging and rewarding positive play. Consequences will be used when a child does not follow the school rules. All staff should follow the following steps.

The Steps	Foundation Stage	Key Stage 1 and 2
Step 1	Remind child of the school rules and give the child the opportunity to choose to play appropriately	Remind child of the school rules and give the child the opportunity to choose to play appropriately
Step 2	Five minutes’ loss of play to be timed and supervised by L.O. (stood with L.O.). If less than five minutes of playtime remains, the child will lose play until the end of the lunchtime. If the child then repeats the poor behaviour, they will lose another 5 minutes of play then a blue slip will be filled out and given to the class teacher the end of playtime. The class teacher will store these in the behaviour book.	Five minutes’ loss of play to be timed and supervised by L.O. (on the wall). If less than five minutes of playtime remains, the child will lose play until the end of the lunchtime. If the child then repeats the poor behaviour, they will lose another 5 minutes of play then a blue slip will be filled out and given to the class teacher the end of playtime. The class teacher will store these in the behaviour book.

	Any persistent poor behaviour must be reported to the class teacher via the blue slip.	Any persistent poor behaviour must be reported to the class teacher via the blue slip.
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Serious incidents at lunchtime must be referred to the member of the SLT on lunchtime duty who will record the incident on CPOMs or in the class behaviour book.

Wet Lunchtimes:

The classroom consequences board will not be used by lunchtime organisers. The Lunchtime Steps will be followed. Five minutes' loss of play will be supervised by the lunchtime organiser in the classroom. Serious or repeated minor incidents should be referred to the SLT member on duty.

Parental Involvement:

Class teachers will use their discretion about when to contact parents informally. As far as possible class teachers should aim to build up positive relationships with parents. When a child's behaviour becomes a cause for concern the following steps should be followed:

1. Informal chat to Parent(s)
2. Letter/text from class teacher to Parent
3. Formal meeting with parents and class teacher
4. Meeting with Deputy / Head teacher

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Routines to be followed by all staff to promote an effective learning environment and ensure safety:

- Behaviour incidents will be logged in the class behaviour book at step 3 and on CPOMs at step 4.
- To comply with GDPR, the class behaviour book must be kept in the class locked cupboard. At the end of each academic year, the class behaviour book will be passed up to the next class teacher.
- Children should be reminded to go to the toilet during playtime. They should not go to the toilet during lesson times on a routine basis. If a child does leave the classroom to go to the toilet, the child's name should be noted down.
- Water bottles will be labelled with each child's name and stored neatly near the sink area.
- Worry boxes are set up in classes so the children have somewhere they can communicate if they are worried about anything including behaviour.

Children with Additional Needs:

Any child with an additional or special need for behaviour must have whole school strategies that outline the different procedures to be used.

Monitoring and Evaluation

It is important that our policy meets the needs of all members of the school community allowing children to learn, teachers to teach and all adults to access systems which will ensure the smooth, safe and effective organisation of the school day.

In order for us to reflect on our practice and make any improvements:

- The Behaviour Policy is reviewed every two years and opinions regarding its effectiveness are sought from parents/carers, staff and children.
- We monitor, analyse and evaluate a range of information and data collected through formal classroom observations and incidents recorded on CPOMS and in behaviour books to ascertain whether there has been an improvement in behaviour overall in targeted children.

- We observe how adults working within school are implementing the policy. Information is obtained through our formal classroom observations and through observations of non-teaching periods e.g. playtimes, lunchtimes etc.
- All staff are made aware of all children who have additional needs, and require additional support, in the areas of social and emotional development.
- We ensure all staff have access to the Behaviour Policy and have opportunities to discuss and contribute to its development. Staff, including supply staff, have clear guidelines on how the policy is to be implemented. As part of the induction process, new staff are provided with the Behaviour Policy and have the opportunity to discuss this and to familiarise themselves with the systems.
- We ensure all staff access regular appropriate training opportunities in areas related to positive behaviour management.
- Parents have access to the Behaviour Policy and a Home School Agreement is given to parents on entry. Parents/carers are offered support when they have concerns regarding their child's behaviour both at school and at home. Where necessary they are given advice on how they can help their child succeed in school/at home. We are committed to working in partnership with parents.
- Children are involved in consultation about behaviour in their classrooms and in the school in general. This is done through formal structures such as the Rights Respecting Schools agenda, School Council, assemblies, Circle Time, PSHE and also through informal discussions and observations.

By doing the above, we believe that the Behaviour Policy will continue to have a positive effect on the behaviour of the whole school community.

Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in November 2020.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.