

# CROWLAND PRIMARY SCHOOL



## Behaviour Policy

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## 1. Crowland School's Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Links with other school policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy
- Restraint Policy

### **3.Aims**

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 learning opportunities.

Our behaviour policy is aimed at promoting self-control and co-operation and is weighted towards positive reinforcement of good behaviour. This guide provides advice to staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

This policy also aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### **4.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 discriminatory behaviour and bullying immediately
- To be consistent and fair and to give the children positive recognition for their contribution to the school community

### **5.Equal Opportunities**

We believe that it is the right of all children, regardless of their gender, ethnicity, sexual orientation, 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 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.

## **6. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Acts of violence
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **7. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Sexual bullying (involving sexually implicated behaviours or discriminatory language)
- Prejudicial bullying against people/pupils with protected characteristics:-
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/ biphobic bullying)
- Gender based bullying, including transphobic bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **8. Roles and Responsibilities**

### **8.1 The Governing Board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

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

### **8.2 The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. 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.

### **8.3 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
- Recording behaviour incidents on school's electronic system (CPOMs)
- The senior leadership team will support staff in responding to behaviour incidents.

### **8.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support school work towards improving their child's behaviour
- Speak to staff in an orderly and mutually respectful manner

## **9. Code of Conduct**

### **9.1 Pupils**

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Do not condone 'bad behaviour'
- Be respectful of others' personal space and avoid intimidating gestures
- All bullying, in whatever form, is unacceptable (see School's Anti Bullying Policy)
- Walk around the school in an orderly and calm manner
- Seek **immediate** support from an adult if someone has upset you or hurt you
- Seek **immediate** support from an adult if you see someone else being hurt or mistreated
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **9.2 Staff**

- Lead by example through modelling 'respectful behaviour' towards all children and adults
- Create an environment which is conducive to learning through positive feedback, encouragement and celebration of success.
- Nurture 'self-belief' and 'self-esteem' through consistent reminders especially in relation to vulnerable pupils
- Ensure praise and rewards are equally distributed across the whole class including pupils who are behaviourally challenged
- Investigate each behaviour incident thoroughly and ensure that children feel that it has been dealt with in a fair manner before resolution
- Ensure children understand that 'misbehaviour' is sanctioned separately to the child and that they continue to be perceived as a valued member of the school community
- **Under no circumstances** are children to be exposed to sarcasm, condescending or derogatory comments/tones or any form of undermining their efforts or personal circumstances. Children are **not** to be discussed amongst staff in common areas regarding their behaviour, educational progress or academic attainment in a derogatory manner
- Children are **never** to be referred to in 'third person' in their presence
- Any form of 'labelling' children is **strictly** forbidden
- Contravention of any of the above may lead to disciplinary or capability measures

## **10. Rewards and Sanctions**

### **10.1 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 'Going for Gold' system. A variety of other systems are used by staff to encourage individual and whole class positive behaviour.

We believe that every child has an equal chance of being rewarded according to behaviour irrelevant of previous or historical behaviour incidents.

## Reward systems include:

- **Praise**
- **Emails or phone calls to parents/carers**
- **'Going for Gold' Stickers** – given to individuals to reward good behaviour, hard work or exceptional effort. These are given out by members of staff as they see fit.
- **Merits** – children are rewarded for their good positive behaviour and effort by receiving individual merits on the merit chart. At given points, the accumulation of merits are subject to a Headteacher certificate and prize awarded during assembly.
- **Individual Behaviour Plans or Tick Charts** – these may be given to individuals who need additional encouragement to address behaviour and motivation. 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. These are subject to regular reviews by the Inclusion Manager, class teachers and parents.
- **Whole Class Rewards-** These are given to whole class in the form of 'marbles in the jar' and after reaching full capacity the class receives a special treat set by the class teacher.

## 10.2 Sanctions include:

- **A verbal reprimand**
- **Sent to parallel class to complete work**
- **Sending the pupil out of the class** to a 'partner class' where they will continue with their work in isolation
- Expecting **work to be completed** at home, or at break or lunchtime
- **'Reflection Time'** at break or lunchtime when pupils drop down to 'blue' category on Gold Chart.
- Referring the pupil to a senior member of staff
- **Emails or phone calls home** to parents
- Agreeing a **behaviour contract or Pastoral Support Plan**
- Putting a pupil on home-school report
- **Internal exclusion-** in response to serious or persistent breaches of behaviour expectation children will be expected to work outside their class under staff supervision
- In extreme cases a **fixed term** or **permanent** exclusion may be deemed necessary in response to severe behaviour incidents

## 11. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **12. Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our 'Safeguarding Policy for dealing with allegations of abuse against staff' for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **13. Behaviour Management**

### **13.1 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 clearly expectations of behaviour
  - 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

### **13.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 3 for a behaviour log)

### **13.3 Confiscation**

**Any prohibited items (listed in section 6) found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **13.4 Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristics from being at a disadvantage. Consequently, our approach to challenging behaviour may be **differentiated** to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, learning mentors and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

## **14. Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **15. Staff Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Less experienced staff have ongoing support through their mentoring programme and in-class CPD in the form of 'shadowing' good practice, is offered where necessary.

Behaviour management will also form part of continuing professional development where necessary.

A staff training log can be found in **Appendix 2**.

## **16. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher and governors. The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

## (Appendix 1)

### 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 cl partner class
- **Blue** – Final warning. Child sent to Headteacher, Deputy Headteacher or Assistant Headteacher. Parents are notified and next step actions are drawn up.

**(Appendix 2): Staff Training Log**

<b>Training received</b>	<b>Date completed</b>	<b>Trainer/training organisation</b>	<b>Trainer's signature</b>	<b>Staff member's signature</b>	<b>Suggested review date</b>