



**Crowlands Primary School
&
Newtons Primary School**

**Behaviour Policy
June 2019 to June 2022**

Status: Agreed L & A
Reviewed: Summer 2019
Next review: Summer 2022

INTRODUCTION

High expectations and standards of behaviour are essential in order for us to achieve its vision, of being a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at the Federation is based, and to make clear which strategies should be adopted to ensure that high standards of behaviour are achieved and maintained.

If this policy is to be effective then its provision and practices **must** be adhered to consistently by all staff.

AIMS

The aims of implementing this policy are:

- to develop positive relationships between children and between children and adults
- to encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity
- to embed and develop self-esteem
- to establish a consistency of approach to behaviour throughout the Federation
- to ensure high standards of behaviour which contribute towards effective learning and the creation of an organised, calm community within the Federation

PRINCIPLES

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that The Federation is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

Every child has the right to learn undisturbed by disruptive behaviour.

Every teacher has the right to teach free from disruptive behaviour.

Children are expected to treat all adults with respect.

To achieve this:

- Every adult will demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children
- Positive reward and praise are at the heart of each classroom's ethos as recognition of good conduct is more effective than correction of bad conduct

- Children are helped to understand the rules in an age appropriate manner to ensure that their classroom can be a happy learning environment
- Everyone will be encouraged to take responsibility for their behaviour, making informed choices and decisions, in line with the policy
- Rewards and sanctions are linked to the class rules and are partnered with a clear set of consequences
- Blanket punishments applied to whole classes or groups of children are rarely appropriate and should only be used in exceptional circumstances
- The consequences are consistently applied to be fair to all children, adapted to individual child's behaviour needs
- In all circumstances the adult remains calm and does not respond to misconduct in an aggressive or uncontrolled manner
- In dealing with behaviour issues, it is expected that staff will make it clear that it is the behaviour that is unacceptable, NEVER the child

WHOLE FEDERATION RULES

Five core Federation rules form the basis of rules displayed around school in classrooms, the dining hall, corridors and playgrounds.

They are:

We always do our best to:

1. Be kind, honest, friendly and polite to others.
2. Follow instructions of adults straight away.
3. Show respect for others through our actions and through our words.
4. Take care of our school and other's property.
5. Work hard and be a helpful member of the Federation

THE INTERPRETATION OF FEDERATION RULES FOR SPECIFIC AREAS WILL BE TAUGHT TO INCLUDE THE FOLLOWING AT THE BEGINNING OF EVERY YEAR:

PLAYGROUND

1. Use play equipment safely and sensibly.
2. Stay within the areas where you are told to play.
3. Keep our play areas clean, tidy and free of litter.

DINING HALL/ CLASSROOMS AT LUNCHTIME

1. Eat your meal safely, sensibly and politely.
2. Walk around the hall safely.
3. Keep our dining hall/ classroom clean, tidy and free of litter.

CORRIDORS

1. Take care of our school and other's property, including displays.
2. Walk safely and quietly, keeping to the left-hand side of the corridor consistently.

PRACTICE

REWARDS

The Federation has five clear rules which should be adhered to. When a child does this then they should be rewarded. We emphasise the rewarding of good behaviour rather than negative consequences of inappropriate behaviour.

To do this in class, we use many strategies, which include:

- Verbal praise
- House points
- Feedback to parents
- Stickers
- Class charts – (individualised to the class and age range)
- Class commendation certificates.
- Headteacher Awards

A Certificate Assembly is held each week in KS1 and KS2, to celebrate those children who have achieved something during the week, whether positive behaviour, good work or other constructive achievement. A Commendation Certificate is given to mark this.

Playtime Commendation Certificates are also to be given at this assembly. There is one certificate per year group, given by the MDAs for affirmative behaviour shown in the playground during playtime.

The MDAs will give out House Points for positive behaviour shown in the playground.

PRACTICE

SANCTIONS

If a child chooses not to observe a school rule, then a consequence or sanction must follow. Sanctions must not be psychologically or physically harmful, demeaning or humiliating, and must be approved by the Headteacher. They should be simple to administer in order to keep disruption of the lesson to a minimum. Sanctions should be applied as soon as possible, preferably on the day they are administered, although this may not always be practical. Once given, a sanction must not be withdrawn.

A traffic light system operates in all classes from Reception to Year 6, with 'Stay on Green' being the overriding principle. However, if children are disruptive or break a school rule the following procedure is followed consistently:

- **GREEN:** All children begin the school day on the green traffic light and aspire to remain here for the duration of the day. Verbal warnings may be given if required.
- **AMBER:** If inappropriate behaviour continues, the child moves their name to the amber traffic light and has two minutes deducted from their playtime in order to reflect upon their behaviour.
- **RED:** Should the poor behaviour continue the child moves their name to red and misses five minutes of their play.
- If the behaviour continues to occur, the child will be sent to Phase Leader/SLT and the class teacher or Phase Leader may make the decision for the child to also attend 'Think Tank' during their lunch time with a member of SLT in order to reflect upon, discuss and document their behaviour and outcomes and how to make the right choices moving into the future.

Some more severe instances of behaviour would require the pupil being immediately sent to the Head/Deputy. If this course of action is necessary, then the following procedures are followed:

- The child is spoken to in order that they understand the severity of their behaviour and miss ten minutes of their playtime (the same day where possible).
- Parents/carers may be telephoned and informed of their child's behaviour and they may be requested to attend school on that day to discuss their child's behaviour, the sanctions taken place and how to move forward promoting good behaviour choices.

When children demonstrate violent or threatening behaviour towards other members of staff or pupils it may be necessary to use force or restraint. Only trained individuals, with the permission of the head teacher, are able to conduct this form of sanction. For additional guidance on this form of sanction please see Appendix 1 of the policy on the use of force to control or restrain pupils.

EXCLUSION

Exclusion from school will only be used as a final resort when the behaviour is extreme. Instances of when exclusion may be necessary include:

- Use of foul and abusive language towards another child or adult
- Serious physical aggression or violence towards another child or adult
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children
- Intentional damage of school property

The length of fixed-term exclusions will directly relate to the severity of the behaviour. In all cases of exclusion, the Chair of Governors will be informed, and governors will receive a termly report on the number and nature of exclusions. Should exclusion become necessary on a regular basis the Federation will contact the Area Education Officer and seek

active support from the BSS (Behaviour Support Service), if this has not already been undertaken.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would be in the best interests of the child and of other children in school.

ALLEGATIONS AGAINST PUPILS – PEER ON PEER ABUSE

The school recognises the different forms peer on peer abuse, and is clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The alleged perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Further information is available in our separate Peer on Peer Abuse Policy.

APPENDIX 1

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The ethos of our Federation is that control of pupils is based upon good personal/professional relationships between the staff and pupils.

However, Section 550A of the Education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- Injuring themselves or others
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

- Only staff trained in restraint techniques are authorised to use reasonable force when it is necessary. All members of the SLT are trained as well as a selection of teachers and Support Staff including MDAs working in all Key Stages

- Teachers may consider it necessary to use reasonable force where:
 - * action is necessary in self-defence or because there is an imminent risk of injury;
 - * there is a developing risk of injury, or significant damage to property;
 - * a pupil is behaving in a way that is compromising good order and discipline.

- During an incident of restraint, the minimum force necessary will be used and the pupil will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. **Reasonable force can be described as the minimum force necessary to achieve the desired result.**

- All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:
 - * the name(s) of the pupil(s) involved;
 - * the date and time reasonable force was used;
 - * why reasonable force was necessary;
 - * how restraint was carried out;
 - * who restrained the child/young person;
 - * how long this restraint lasted;
 - * who was present during the period of restraint;
 - * any marks noted on the child as a result of the incident and how they occurred;
 - * action taken (eg treatment) in relation to any marks or injuries occurring as a result of the incident.

The pupil's parent/carers will be informed when it has been necessary to use reasonable force to control or restrain a pupil.