

Crockenhill Primary School

Learning together. Working together. Achieving together.

Behaviour Policy

Introduction

At Crockenhill we believe that positive behaviour is achieved through mutual respect and consideration for each other. We believe that people behave well when there exists a shared understanding of what is expected of them and when people feel valued. We are committed to securing positive behaviour within the school. We will take appropriate action to ensure that any negative behaviour from anyone in the school does not impair the experience, or wellbeing of others.

Through this policy we aim to:

- Create a safe, caring and happy school.
- Support pupils in taking responsibility for their behaviour.
- Promote values and behaviour patterns that pupils and others take beyond the school environment into the wider community.
- Provide a clear framework of expectations and behaviour.
- Ensure a whole school approach to discipline, which is agreed and adopted by all staff in the school.
- Provide clear guidance of how the school will deal with incidents of unacceptable behaviour and reward positive behaviour.
- Secure a reputation for the school that recognises the positive behaviour of those that are associated with it.

The school will:

- Have clear rules about behaviour, which children are involved in making
- Treat all pupils and other adults with respect.
- Provide positive role models by being polite, respectful, encouraging and supportive of one another.
- Have appropriately high expectations of behaviour and clear sanctions that are applied by **all** adults in the school community.
- Deal with unacceptable behaviour in a calm and controlled way.
- Reject all bullying, harassment and undesirable behaviour, both within and outside the classroom.
- Develop positive home/school links and work with parents to improve a pupil's behaviour when persistent problems occur.
- Provide training for all staff.

The school expects that pupils will:

- Know and follow class and playground rules
- All pupils to read and sign the Home-School Agreement.
- Accept responsibility for their behaviour.
- Accept the authority of all adults within the school community including CASPERS and lunchtime staff- responding to them appropriately.
- Follow instructions given by adults, without challenge, either verbal or through gesture.
- Speak politely, respectfully and kindly to and about others, both in school and in their wider community.
- Support and help others wherever possible.
- Refrain from using any language or behaviour that may cause hurt or upset of any kind to another.
- Include any child who wishes to take part in play activities if possible

- Report incidents of unacceptable behaviour to their teacher or to the nearest available adult on duty.
- Give accurate and honest information when asked.
- Continue to follow the school rules when on trips, visits and events offsite

The school expects that parents/carers will:

- Demonstrate their support of the school's behaviour expectations by reading the school's Behaviour Policy, signing the Home-School Agreement annually and sharing it with their children.
- Work positively with the school if their child is demonstrating persistent negative behaviour.
- Seek support and advice where necessary from the school if they are experiencing negative behaviour from their children at home.
- Take responsibility for the behaviour of their child/ren whilst on the school premises before and at the end of the school day.
- Raise any issues about the school's management of behaviour in a calm and reasonable way.
- Alert the school immediately if there is any change in their child's behaviour at home.

Golden rules

We will follow the following six golden rules in classrooms, which are displayed consistently in each classroom and around the school:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

We will follow the following six golden rules in our playgrounds, which are displayed in each of our playgrounds:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

We will follow the following six golden rules in the dining hall, which are clearly displayed in the dining hall and in classrooms where packed lunches are eaten:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our tables clean
- We are polite to everyone
- We use good table manners

Reward systems

- Pupils will be given regular praise for positive behaviour and for staying on green.
- The school's Dojo point system – celebrated at individual, class and house levels. The children will receive Dojo points for demonstrating our school values and for following the Golden Rules. They will be presented with half termly bronze, silver or gold Dojo Awards depending on their points total.

Classes will have extra playtimes or other activities as a reward for their Dojo totals. Each week during our Celebration Assembly, the house totals of Dojo points are shared and celebrated.

- Weekly challenge certificates for children demonstrating the half termly school value, which are presented in our weekly celebration assembly.
- Weekly Super Star of the Week certificates, presented in our weekly celebration assembly, with a reason supplied by the class teacher
- Sharing good examples of work with others

Sanctions within the classroom

Use of *Good to be Green* traffic light system in the classroom. This involves having a green, yellow, orange and red system.

GREEN

- The children begin each day on green.

STOP'N'THINK

- To be used as a gentle reminder of the school's expectations for behaviour

WARNING CARD

- If the Stop 'N' Think card does not have an effect on behaviour a warning card will be displayed next to the pupil's name on the *Good to be Green* chart.
- On some occasions a warning card will be issued straight away, dependent on the behaviour displayed (see Appendix 1 for details).

CONSEQUENCE CARD

- If the behaviour still persists following the issue of a warning card, a consequence card will be displayed next to the pupil's name on the *Good to be Green* chart.

- Some behaviours are serious enough to move the child straight to red (See Appendix 1 for details)

- Parents to be informed when a consequence card is issued.

Possible Sanctions for unacceptable behaviour:

- Internal exclusion
- Send to another classroom with reflection sheet to complete
- Missed break times with reflection sheet to complete
- Phone call or written correspondence home
- Individual Behaviour Plan
- Suspension

Records of Behaviour

CPOMS will be used to record:

- Any behaviour which results in the issue of a yellow or red consequence card, clearly defined
- Any contact with parents / carers regarding behaviour both in school and at home
- Any serious incident of behaviour leading to a internal exclusion or external suspension

Serious or ongoing unacceptable behaviour

Serious Incidents of Behaviour

In some rare cases, there may be incidents of a serious nature which result in immediate parent contact and internal or external suspensions. Decisions will be rational, reasonable, fair and proportionate and using Head Teacher's discretion.

Physical/ verbal aggression which endangers the wellbeing of staff and pupils will result in a fixed term suspension, and if persistent could result in a permanent exclusion.

Ongoing Unacceptable Behaviour

Instances of this kind of behaviour should be extremely rare. In cases where a child has been issued a red consequence card regularly (for example five times in one short half term), then parents will be called in to meet with a member of SLT and an internal exclusion will be enforced. During this time, the child will work in isolation from the rest of their class for a set period of time, which will be decided according to Head Teacher's discretion. Following the internal exclusion and initial meeting with parents, the pupils will have the opportunity to remain on green. If the red consequence card has to be issued then the parents will be called in again and an individual behaviour plan will be implemented (see Appendix 2 for an example IBP)

Two members of staff are trained to use physical intervention to prevent pupils from hurting themselves or others, from damaging property or from causing disorder (see Appendix 3 on 'Use of Reasonable Force')

In the case of any negative incident deemed to be racially motivated, the Headteacher **will** seek advice from KCC regarding whether the incident should be formally reported through the KCC racial incident monitoring system. The Headteacher will also seek advice regarding appropriate sanctions.

On transfer to another school, the Headteacher will review any behaviour letters/reports that have been kept on file. If they do not reflect the pupil's current behaviour, they may be removed from the file and disposed of appropriately. If they do reflect the pupil's current behaviour they will be forwarded to the receiving school.

Formal documents that refer to instances that have been dealt with by KCC and reports and letters that refer to temporary or permanent exclusions will be forwarded to the receiving school.

SEND

We recognise that some children will have specific needs and will need extra support to help them to follow the school's rules and policy. The school will tailor the support it provides to the individual child. School actions might include:

- Observations to identify patterns of behaviour
- Calming and de-escalation techniques (Some staff are Team Teach/ Positive Handling trained)
- Structured support during playtimes/ lunchtimes
- Pastoral clubs
- Use of 5 point scale for social and emotional support
- Movement or rest breaks
- Physical intervention may sometimes be required if the child or others are at risk of harm. Records will be kept of any physical intervention used.
- Seeking external advice (Educational Psychologist, Specialist Teaching & Learning service, Children's Specialist Services, Health Service, SEN team)

Exclusions

The school reserves the right to protect members of the school community from unacceptable behaviour and at times might deem it appropriate to give a fixed term exclusion. In the event of this decision, parents will be kept fully informed at every stage of the procedure.

- Pupils will be immediately suspended for a fixed-term period (or permanent if necessary) if they use any form of physical aggression towards other pupils or staff. This may be an internal exclusion or external suspension depending on the nature of the incident.
- Pupils will also be suspended for other serious offences, including persistent disruption of the learning of others where other sanctions stated in this policy have failed to modify the pupil's behaviour.
- The final decision for excluding pupils will be made only by the Headteacher after reviewing the evidence. Class teachers are required to build up a profile of unacceptable behaviours using behaviour logs on CPOMS.
- All exclusions must be logged and exclusion letters will be included in a pupil's file.
- Where appropriate, behaviour records on CPOMS should be used to document information and to allow pupils to have their say.
- The Headteacher will write the formal letter of suspension to parents and the school must contact the parents by telephone to explain the reason for the suspension
- The Headteacher must ensure that any incident leading to exclusion is fully documented on an incident form.
- The Class teacher will ensure that work is sent home during the period of suspension. It is a legal duty that we do this.
- Pupils must attend a re-integration meeting with a member of SLT after an suspension. A pupil cannot be allowed back into school until this has happened.
- Where a number of separate fixed term suspension have been made a disciplinary meeting with governors will be called

Home-School Agreement

At the beginning of every academic year, an electronic copy of the Home / School agreement will be shared with Parents and Carers with the expectation that it is digitally signed by both the parents and pupils.

Bullying

To find out about the way the school deal with all forms of bullying, please refer to the school's Anti-Bullying Policy.

Items Banned in School

This is a list of items which are banned by the school and for which a search can be made and items confiscated:

Consequence

Chewing Gum
Fizzy Drinks inc Energy Drinks
Glass bottles
Aerosol cans
Large amounts of money
Expensive items

Serious

Cigarettes, matches, lighters
Fireworks, snaps, gunpowder

E cigarettes / Vaping products

Items which are illegal to possess or carry

Inappropriate items for the age of the child or school environment

Equal Opportunities

As with all other policies, we will apply the school's Behaviour and Physical Intervention Policy fairly and equitably to all pupils. We recognise that children's personal experiences outside school will have a significant effect on how children behave. We will always give due consideration to any pupil's background and experiences whilst not compromising the school's expectations and standards of behaviour.

Appendix 1 – Behaviour Sanction Chart

| | Examples of classroom behaviours | Sanctions for classroom behaviours | Examples of playground behaviours | Sanctions for playground behaviours | Comments |
|-----------------------|--|--|--|---|--|
| Stop 'n' Think | <ul style="list-style-type: none"> Wandering about the classroom Calling out Interrupting the learning of others Silly behaviours Ignoring instructions Pushing in line Talking over adults or another pupil Responding negatively to remarks / comments from others e.g sneering, whispering behind hands | Stop 'n' Think card issued Eye contact /non-verbal cues (e.g. frowning) Verbal reminder Move to a different seat | <ul style="list-style-type: none"> Not following the playground rules (e.g misuse of equipment) Not following instructions from any adult on the first time Spoiling others' play | One minute on the wall to stop 'n' think | If behaviours continue move to a warning card on the behaviour chart. |
| Warning Card | <ul style="list-style-type: none"> Persistent repetition of the above Answering back or responding rudely to others Ill-treatment and disrespect of equipment Repetitive attention seeking and distracting behaviours (e.g swinging on chairs, tapping, making noises) Writing and passing notes to others during learning Lying Inappropriate language Gossip about peers and adults Deliberate provocation of others e.g name calling | Warning card issued and behaviour entry added to CPOMS by class teacher. Five minutes taken off the next breaktime with a reflection sheet to be completed with restorative conversation with the adult who issued the warning. | <ul style="list-style-type: none"> Answering back or responding rudely to others Ill-treatment and disrespect of playground equipment Violence towards others (including punching, slapping, hitting, strangling, biting, kicking, spitting) Lying Inappropriate language Gossip about peers and adults Deliberate provocation of others e.g name calling | Verbal warning given and five minutes of break time taken away by standing at the wall, reflection sheet to be completed with a restorative conversation with the adult who issued the warning. Class teacher informed that warning card should be issued in the classroom. Behaviour added to CPOMS by class teacher. | If behaviours continue move to a consequence card on the behaviour chart. |

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| Consequence Card | <ul style="list-style-type: none"> • Persistent repetition of the above • Repeated refusal to complete a task • Leaving the classroom without permission • Violence towards others (including punching, slapping, hitting, strangling, biting, kicking, spitting) • Throwing objects around the classroom • Destruction of others' work or belongings • Theft • Inappropriate gestures • Harmful and offensive name calling including swearing and derogatory language (including negative comments relating to disability / SEN) • Deliberate damage to school property • Serious challenge to authority • Threat of violence • Misuse of internet facilities e.g. looking up inappropriate content • Banned items in school | <p>Consequence card issued</p> <p>Behaviour entry onto CPOMS by class teacher and parent informed by class teacher either by phone or conversation at the end of the day.</p> <p>Ten minutes time out with reflection sheet to complete in an agreed class with the key stage (no sibling connection)</p> <p>Ten minutes taken off the next breaktime followed by a restorative conversation with the adult who issued the consequence.</p> <p>If pupil refuses SLT to be called.</p> | <ul style="list-style-type: none"> • Persistent repetition of the above • Repeated refusal to complete a task • Leaving the playground without permission e.g. going to the toilet without permission • Violence towards others (including punching, slapping, hitting, strangling, biting, kicking, spitting) • Destruction of others' belongings • Theft • Inappropriate gestures • Harmful and offensive name calling including swearing and derogatory language • Deliberate damage to school property • Serious challenge to authority • Threat of violence | <p>Consequence card issued</p> <p>Behaviour entry onto CPOMS by class teacher, class teacher to report to parent either by phone or conversation at the end of the day.</p> <p>Ten minutes time out at the wall with reflection sheet to complete</p> <p>Ten minutes taken off the next breaktime followed by a restorative conversation with the adult who issued the consequence.</p> <p>If pupil refuses SLT to be called.</p> | <p>If behaviours persistently continue after a consequence has been issued, SLT to be involved and parents informed.</p> <p>5 Consequence cards in a short half term will result in a meeting with parents and an individual behaviour plan implemented.</p> |
| Serious or ongoing incidents | <ul style="list-style-type: none"> • Persistent repetition of the above • Bullying behaviour including cyber and online • Specific racist, homophobic and LGBT+ derogatory language | <p>SLT involved</p> <p>Parents called in for a meeting with SLT</p> <p>Reported on CPOMS</p> <p>Possible internal exclusion or fixed term suspension with</p> | <ul style="list-style-type: none"> • Persistent repetition of the above • Bullying behaviour including cyber and online • Specific racist, homophobic and LGBT+ | <p>SLT involved</p> <p>Parents called in for a meeting with SLT</p> <p>Reported on CPOMS</p> <p>Possible internal exclusion or fixed term</p> | <p>Potential for an Individual Behaviour Plan to be implemented.</p> <p>(See Appendix 2)</p> <p>Any IBP will be in addition to the general behaviour policy and to be agreed by school, parent and child.</p> |

| | | | | | |
|--|---|--|--|--|---|
| | <ul style="list-style-type: none"> • Continuous serious challenge to authority • Extreme or repeated verbal or physical abuse • Physical abuse or intimidation of an adult / peer • Leaving school premises without permission • Unprovoked serious violence towards others • Banned and illegal substances and items brought into school e.g drugs, vapes, weapons | <p>appropriate work set by the class teacher and the amount of time decided at the discretion of the headteacher. Exclusion procedures will be followed and decisions will be rational, reasonable, fair and proportionate KCC reporting procedures to be followed</p> | <ul style="list-style-type: none"> • derogatory language • Continuous serious challenge to authority • Extreme or repeated verbal or physical abuse • Physical abuse or intimidation of an adult / peer • Leaving school premises without permission • Unprovoked serious violence towards others • Banned and illegal substances and items brought into school e.g drugs, vapes, weapons | <p>suspension with appropriate work set by the class teacher and the amount of time decided at the discretion of the headteacher. Exclusion procedures will be followed and decisions will be rational, reasonable, fair and proportionate KCC reporting procedures to be followed</p> | <p>Bullying, racial and homophobic language / behaviour recorded and reported to KCC and the Governing Body</p> |
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Appendix 2 – Individual Behaviour Plan Example

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| Celebration! e.g. verbal praise, sharing work with others, Dojo points, etc | Speaking in a respectful way to my peers | Following instructions | Trying my best to in all lessons | Being kind to all | |
| Positive Reminder e.g. " I need you tothank you", etc | Deliberately disrupting teaching | Deliberately disrupting peers from their learning e.g. trying to make peers laugh during lesson time | Not attempting to complete tasks | Deliberately not following instructions | |
| Warning Conversation Conversation will take place at the end of the session | Causing upset to others | Being unkind (towards staff and peers: includes name calling, teasing, carrying on when asked to stop, inconsiderate moaning) | Intentionally involving other members of the class in friendship issues | Deliberately not following instructions | Deliberately hurting others |
| Remain in class but loss of 1 break time | | Behaviour above continues after warning conversation and chance to calm down | | | |
| Out of Class Exclusion Could be half, full day or a number of days (play and lunch not with class- Work not completed to be sent home and returned. Out of class – either on a table outside classroom | Persistently getting involved or initiating issues with peers in the playground. | Being unkind & Swearing (includes threatening people –with words or actions, fighting, <u>swearing</u> at peers/adults, personal insults, use of derogatory language, <u>vandalising property</u>) | Persistently not following instructions | Using social media to say unkind things about individuals | |
| Class Exclusion: School Governors notified Could be half, full day or a number of days (play and/or lunch inside – no laptops/games. Work not completed to be sent home and returned) | Threatening, racist or homophobic and personal language directed at others including use of social media. | Fixed term Exclusion Any set learning must be completed at home. No access to gaming, internet or social media devices during exclusion. KCC notified | | Unprovoked physical assault of an adult or child (includes throwing, pushing, kicking, punching etc. or throwing objects aimed at them) | |

Signed:

Headteacher: _____

Parent / Carer _____

Child _____

Date _____

Regular meetings to be held with parent / carer, a member of SLT and the pupil to review behaviour plan

Appendix 3

THE USE OF REASONABLE FORCE

- Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension is not an automatic response to staff accused of excessive force.
- Senior Leaders should support their staff when they use this power.
- Reasonable force covers a range of activities that involve physical contact with pupils.
- Force is usually used to control or restrain.
- Reasonable in the circumstances means using no more force than is needed.
- All members of school staff have a legal power to use reasonable force. This can include any people the Head teacher has put temporarily in charge of pupils e.g. parents on a trip.

In school we may use reasonable force to:-

- Remove disruptive children from class.
- Prevent a pupil behaving in a way that disrupts a school event.
- Prevent a pupil leaving the classroom.
- Prevent a pupil from attacking another pupil, staff or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

We will always make reasonable adjustments to this policy for disabled children and children with SEN.

Please note that Schools DO NOT require parental consent to use force on a pupil.

There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g.:-

- Holding a young child's hand to guide them through school
- A handshake when a pupil is being praised
- Demonstrating use of a musical instrument
- Demonstrating in PE or sports coaching
- First Aid

The Head teacher will refer to the guidance 'Use of Reasonable Force in Schools' published by the DfE.