

Croft Church of England Primary School



Behaviour Policy

The Croft Vision:

We are a restorative, caring Christian community where everyone thrives and develops the courage to be the best that they can be so that they can let their light shine.

Our vision is to create, maintain and sustain a school culture that encourages good behaviour.

'Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place' **DfE Guidance September 2022**

Agreed by the Local Governing Board

Date: November 2022

Date for review of policy: November 2023

Behaviour Policy

Principles underpinning the Behaviour Policy

1. Every pupil understands that they and others have the right to be respected, to learn and to feel safe at school.
2. Our school is an inclusive school; bullying, harassment and victimisation are unacceptable. All members of our school community should be free from discrimination of any sort.
3. It is expected that all staff, governors, and volunteers always set an excellent example to pupils.
4. Pupils are helped to take responsibility and learn from their actions. The school behaviour policy will detail the restorative approaches that support this process.
5. The school will work in partnership with parents to encourage positive behaviour. Where there are concerns over a pupil's behaviour, the school will work with parents/carers to agree common strategies between home and school.
6. The school will seek advice and support from external agencies to identify any underlying and unidentified needs and use individualised behaviour plans, where appropriate.
7. Suspensions and permanent exclusions will only be used as a last resort; the behaviour policy will outline the school's position on these, as well as the use of physical intervention.
8. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being disadvantaged. Consequently, the school recognises that strategies to support behaviour may be differentiated to meet the needs of individual pupils.
9. This policy should be read in conjunction with our Child Protection Policy, Anti-Bullying Policy and PSHE/RSE Policy.

Aims

1. To promote a positive ethos in the school and through encouraging a shared understanding of the values which underpin our school ethos and a sense of belonging.
2. To create a consistent environment that expects, encourages, and recognises good behaviour and one in which everyone feels safe and happy.
3. To help pupils develop self-respect, self-control and accountability for their own behaviour.
4. To further promote self-esteem through success, positive relationships, and awareness of how our behaviour impacts ourselves and others.
5. To support every child in reaching their potential through developing strong behaviours for learning across the curriculum.
6. To encourage partnership between home and school

Guidance

It is the responsibility of all teaching staff to ensure that the school's policies and code of conduct are applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation, and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically and socially. Rewards should outnumber sanctions.

REWARDS

- Verbal and written praise
- Dojo Points (via Class Dojo)
- Privilege Cards
- Class teacher stickers
- Head teacher stickers
- Star of the Week Certificates

The school takes its responsibility to safeguard children and promote their welfare extremely seriously. The behaviour policy will reflect this duty and commitment

Our school aims to be inclusive and nurturing, valuing difference and diversity and enabling all pupils and adults to flourish. The attitudes of caring, sharing and inspiring are evident in the daily life of the school and the vision and values are shown through actions of staff and pupils.

We do this by adhering to our 'Golden Rules'

Good to be Green System

All classes in the school run the 'Good to be Green' system in class for monitoring and recording. At the end of each day each child's behaviour will be recorded and communicated home via Class Dojo. This will either be 'Green all day' for good behaviour, may include a 'Privilege Card' for exceptional work or behaviour or may be a 'Yellow' or 'Red' card following incidents of poor behaviour.

During class time, adults may also use a range of behaviour strategies to encourage appropriate behaviour including moving the pupil seat or re-directing other adult support to guide and monitor. Despite positive encouragement of good behaviour, it may be necessary to employ interventions for unacceptable behaviour that contravenes the 'Golden Rules', and to ensure a safe and positive learning environment. We operate a hierarchy of interventions. These are:

Stop and Think Card

- Children will be given a verbal warning to be reminded of the school's Golden Rules
- Children will be asked to think about their behaviour and to make better choices
- As a child has the opportunity to change their behaviour, these cards are not reported home.

Yellow Card

- Used for incidents of low-level disruption (i.e. any action that prevents an individual from learning to their very best, e.g. talking over the teacher, fiddling, chatting whilst working, distracting others, shouting out).
- Consequence of receiving a Yellow Card is reflection time during the next available playtime to think about why they have behaved in that way, what may have been more appropriate and what the effect on their and other's learning and wellbeing has been
- This time may also be used to catch up on learning that has been missed because of the behaviour.
- The reasons for the card being given will be communicated home via Class Dojo.
- Should the behaviours continue after the awarding of a Yellow Card, a child may then move onto a Red Card and further actions may be required such as moving to another classroom.

Red Card

- Red Cards will be awarded for stand-alone serious incidents, or for repeated incidents of low-level disruption in a day. Examples of incidents that would result in an instant Red Card would include physical violence towards children and/or staff, abusive language, and damage to school property.
- The consequence for receiving a Red Card would be the loss of 1 day's play time (this is break and lunch time).
- The reasons for the card being given will be communicated home via Class Dojo.

The emphasis at any stage is that everyone has the right to feel safe and to learn. The child will therefore be re-engaged in their learning as soon as possible. Each day, the child is given a fresh start; we forgive previous behaviour and encourage the child to behave appropriately.

Every pupil will start the next day back at 'Green'.

Recording Incidents

For any incidents requiring a consequence, teachers add this onto each child's Class Dojo account which is viewable to parents/carers, members of SLT and Phase Leaders. Behaviour incidents are analysed each term by the senior leadership team to identify any trends or patterns. This analysis is used to further inform practice and support for pupils.

Individual Behaviour Plans

Where pupils need additional support to manage their behaviour and emotions in school, an individual behaviour plan will be devised in conjunction with the child and parents. This plan will include specific targets and strategies to support the child. It will be reviewed daily with the teacher and regularly with parents, SLT and other professionals where appropriate.

Escalation Procedures

Where a pupil's behaviour is serious or persistently disruptive, contact with parents/carers will be made as soon as possible. In discussion with SLT, the following interventions will be implemented.

Orange Behaviour Report – parent and phase leader led monitoring

Any child who is using behaviours meets the following requirements will be moved on to an 'Orange' Behaviour report for 2 weeks

- 2 Consequence Cards in one week or
- 4 Warning Cards in one week

Children will need to sit down with class teacher to fill in personalised targets for behaviour. Each lesson will be recorded and at the end of each day signed by teacher and phase leader. Parents must be informed and spoken to beforehand about the need for the more detailed behaviour tracking.

At the end of the 2-week monitoring period a review meeting needs to be held between the child, teacher, and parents to review next steps. If a child has met all targets they can be removed from the report and go back to normal class behaviour monitoring.

Red Behaviour Report – parent and phase leader led monitoring

Following 2 weeks on Orange Behaviour Report a review meeting should establish if the child needs further monitoring. If this is the case the review meeting with parents needs to also involve SLT. This is because the next stage, Red Behaviour Report, is reviewed by the SLT. New targets need to be agreed at the review meeting alongside the child and parents. The report lasts another 2 weeks and is signed by SLT at the end of each day.

At the end of the 2 'Red' weeks a review meeting is to be held with the class teacher, parents and SLT. If the child has met all targets, they can return to normal class behaviour monitoring.

Any child who has not improved behaviour after 2 weeks on Red Behaviour Report will have parents invited to a meeting with SLT and will most likely result in a Warning Letter on their file regarding behaviour and/or a suspension for continued disruption.

Suspensions and Permanent Exclusions

All pupils have the right to a full-time education and as such a suspension or exclusion will only be considered as a last resort or when the safety of the other children and adults in the school is threatened. When serious incidents occur or persistent disruptive behaviour is evident, suspension from the classroom may be necessary. In most cases this will take on the form in an internal suspension within school.

Extreme physical behaviour and aggression or persistent disruptive and challenging behaviour may very occasionally lead to an external pupil suspension. Only the Headteacher has the power to suspend a child from school for one or more fixed periods, for up to 45 days in any one school year. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The Headteacher may also exclude a pupil permanently. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Any suspensions or exclusions will be in line with guidance given by the Department for Education under the Guidance for Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022). The Head teacher informs the Local Authority and the Governing Body about any suspensions or permanent exclusions.

Searching and Confiscation of Inappropriate items

In line with guidance from the Department of Education 'Searching, Screening and Confiscation' (January 2018), Headteachers and authorised staff can also search for any item banned by the school. Staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in their possession a banned item. The staff must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item. A list of these items can be found in Appendix 1 at the end of this document. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Use of Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Lunchtime Behaviour

During lunchtimes, our staff will utilise training and systems to ensure that all children have a 'Happy Lunchtime'. Our objectives for lunchtime are for:

- Staff to use a positive behaviour system to encourage good behaviour
- Children show respect for staff, equipment and each other
- Staff to improve the organisation of wet play

Appendix 1

List of banned items in school

Chains
Catapults
Lighters, matches
Tools (scissors, screwdriver, hammer, nails, craft blades, Stanley knife etc)
Pepper sprays and gas canisters
Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
Laser pens
Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
Aerosol (including deodorant and hair spray)
E cigarettes
Stink bombs/smoke bombs/flares
Solvents
Chewing gum
Energy drinks
Super Glue
Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
Offensive material - pornographic, racist, homophobic, extremist material (in any medium)
Rope, cable ties

This is not an exhaustive list and the Head teacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.