



## Crowmoor Primary School Behaviour Policy



Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Policy reviewed June 2021 (Effective Sep 2021)

Next review June 2022

## **Crowmoor School Behaviour Policy**

### **1. Aims**

We aim to establish a caring school community, where all pupils feel safe, secure and valued, developing a love of learning, alongside their own independence and resilience. Parents/carers take responsibility and are supported to take an active role in the development of their child as positive members of the school and wider community. Children contribute to rules, adhere to them and take responsibility for their own actions.

### **2. Our Philosophy**

*“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability- whatever our role or context”*

We are proud of our Foundation Status as a Co-operative Trust School, seeking to demonstrate to the whole school community the benefits of subscribing to the values of the Co-operative Movement. In doing this we strive to give our pupils the opportunity to become fully active, caring, democratic and successful citizens of an inclusive, multicultural society.

As an integral part of our co-operative values our School is committed to the implementation of the United Nations Convention on the Rights of the Child, striving to be a Rights Respecting School in all that we do. A key priority of the whole school is the maintenance of our UNICEF RRSA Gold Standard, of which we are justifiably proud.

We believe that all members of the school community have rights and responsibilities, which each individual should respect and promote. Everyone at School is important and is to be valued. We expect each individual to respect other people, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children. As an inclusive school, we acknowledge significant factors in pupils' lives and specific temporary or permanent needs that impact on their behaviour.

### **3. Expectations**

*Through the successful implementation of our Behaviour Policy we strive to:*

- ensure regular attendance
- raise pupils' self-esteem
- promote/develop empathy and respect for self and others

- hold high expectations of work and behaviour of all pupils
- develop in pupils a sense of self discipline, independence and an acceptance of responsibility for their own actions
- give support to those with challenging behaviour
- give support to those affected by inappropriate behaviour
- develop an awareness of and adherence to appropriate behaviour
- encourage pupils to value the school environment and its routines
- develop pupils' confidence of their right to be treated fairly and acknowledging their responsibility to treat others likewise
- uphold the right of staff to determine, request and expect appropriate behaviour
- acknowledge that the maintenance of good behaviour within the school is a shared responsibility for pupils, carers/parents and staff
- ensure that the policy is fully understood, monitored and evaluated and is consistently implemented throughout the school
- uphold the rights and responsibilities of all members of the school community

The school has an ethos in which the above principles are respected. Many of these principles will be taught and reinforced daily throughout all school activities alongside specific pastoral lessons. All adults within the school community are expected to model good behaviour.

**The Early Years Foundation Stage has a separate Behaviour Policy to meet the distinct need of its pupils.**

*Positive Relationships at Crowmoor are vital – Between everyone and at every level.*

#### **4. Working in Partnership with Parents**

Ofsted reports that schools are most effective where the behavioural expectations are shared and applied consistently. ALL Pupils, Parents and Staff must know what is expected and what to expect if inappropriate behaviour occurs and to take individual and collective responsibility for enforcing this policy. Part of the agreement by parents and pupils when joining our school is to sign up to abiding by this Behaviour Policy (and future revisions) and its implementation by the school. If parents cannot support the School's Ethos, Expectations and the use of this Behaviour Policy the Governing Body would ask them to consider whether this is the appropriate school for their children, as our values are crucial to how we help to develop the children at Crowmoor into caring and responsible individuals.

## 5. Implementation of Our policy

We strive to keep a proper balance between rewards and sanctions, always emphasising the power of praise. Standards of behaviour must be applied to **all** and **by all** members of the school community - it is what *we do* and not just what *we say*.

We expect adults in implementing this policy to be:

**Consistent, fair, positive, reasonable, firm and realistic!**

### Curriculum

At this school we believe that an appropriately structured curriculum, delivering effective learning contributes essentially to good behaviour. Teachers plan for the needs of individual pupils, differentiating work to match pupils' ability levels. Facilitating in lessons the active involvement of pupils in their own learning and providing structured feedback; to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Verbal and written feedback can be used both as a supportive activity, providing updates to the pupils on their progress and achievements and establishing clear targets. All pupils' efforts are valued and their progress matters.

### The Classroom

We aim to create well-organised, attractive and stimulating learning environments.

It is important that staff are ready to receive children as they arrive at school. The children should be on time, with relevant resources, so they can settle quickly to work in their classrooms. It is important that parents support their children in becoming independent by allowing them to enter school unaccompanied as soon as possible after entry to Crowmoor.

It is the responsibility of adults and children alike to take a pride in maintaining our well-resourced school by looking after the resources and displays. Children are expected to take responsibility for keeping shared areas and cloakrooms tidy. All adults in the school will have high expectations for work and behaviour. We aim to encourage a friendly caring atmosphere, with a high level of teamwork so that all members of the school community have an opportunity to excel and enjoy a full school life, developing independence and proactive engagement.

## **Corridors**

Children should :

- walk quietly, in single file and on the right hand side .
- be encouraged to stand aside and hold doors open for others.

Prefects are on duty to remind pupils of these rules not to enforce them, which is an adult role.

## **Assembly**

Staff, as well as children, enter/leave the hall silently and are expected to sit quietly. Classes should be supervised proactively by the responsible adults on the rota. Lunchtime supervisors will escort children to the hall and remain with them until handed over to class teachers. Prefects will assist.

## **Dinner Hall**

Children should line up quietly and take their meal to the table indicated by the dinner supervisor. After the meal children should return their trays and cutlery to the collection area and go out onto the playground. The Essential Rules, written in consultation with the School Council, will be clearly displayed.

## **Playground**

At break time children and adults have a right to be treated with respect and a responsibility to ensure that behaviour is appropriate. Children must wear suitable clothing for the weather.

The adults will organise and participate in appropriate activities under the direction of the senior supervisor/PE co-ordinator.

All children should feel safe outside and must be made aware of the importance of informing an adult or friend if they have been hurt or are being bullied or harassed. There will be a minimum of 4 adults (1 teacher) on duty on the playground during break and normally 3 adult supervisors at lunchtime. In the event of staff absence, the admin team will facilitate.

Any accidents must be recorded by the adult closest to the incident in a Lumps and Bumps Book, the day the accident happens. Accidents should be dealt with by the first aiders on duty. If the incident is serious enough for the child to go home, the supervisor should ring the parents or an ambulance. Any incidents of unacceptable behaviour should be recorded on a *pink slip*. Persistent poor behaviour during lunch-time may see pupils excluded from school at this time of the day to avoid further incidents of poor behaviour.

A copy of the accident form or pink slip will be sent home and a copy given to the

office. Class teachers will be informed of **any** accident/ incident that needs to be followed up. Under **NO** circumstances should an unaccompanied injured or sick child be sent to the Office.

At the end of a break-time a whistle will be blown to inform the children to stop and stand still. ALL adults are to enforce this procedure rigorously. Children will then walk back into the building in single file when signalled.

## **Staff**

Staff should be the positive role models in implementing the school rules.

A friendly, positive atmosphere among staff gives opportunity for constructive criticism by stakeholders in a caring atmosphere.

The school's success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for by all of us, all the time; it does not simply happen.

## **Support for Individual Pupil Needs**

If there is a persistent problem, the Class Teacher, Pastoral staff and the SENDCO will draw up a Personalised Behaviour Support Plan. The ABC form will be utilised to record behaviour incidences, any triggers and then help to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including lunchtime supervisors. If the problem continues, the school may engage outside agencies to seek solutions to support the pupil.

## **Support Systems for Parents/Carers**

We firmly believe that parents/carers should be equal partners in encouraging appropriate behaviour. An open door policy exists where parents/carers are encouraged to visit to discuss any relevant issues at **any** stage. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Parents/carers should inform the School of any home circumstances that might impact on a child's behaviour. When School needs to discuss anything with parents/carers, they will be contacted to arrange an appointment. We are honest with parents in order to ensure that their child has the best support and we expect parents to be honest with us about their child's needs and any issues they might have. We will, after a Webstar assessment, utilise the Early Help system to support parents e.g. Parental Support Advisors or the Solihull Approach Courses; alongside the Behaviour Clinic at the Family Hub.

## Rewards

Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour *rather than* merely to deter anti-social behaviour. Reward must be based on merit never for a palliative or because it is a child's turn.

Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Verbal praise from adults and peers
- Class reward systems (i.e. table points /stickers/ certificates/ celebration boards).
- End of week/term/annual rewards/cups
- Rewards from all staff in school (i.e. good behaviour, raffle tickets for weekly draw, Certificates: Headteacher, Teaching Assistant)
- Being given responsibilities e.g. monitors, prefects
- Sharing achievements with the head teacher; other staff
- Sharing achievements with other classes in assembly.
- Each Class Teacher speaking directly to the parents/carers to celebrate exceptional good work or behaviour.

## Attendance

If children are not in school or at school on time they cannot learn effectively or behave appropriately. The school is vigorous in ensuring good attendance. The Governors as instructed by the DFE are not able to allow any authorised holiday absence per year. If appropriate reasons for other exceptional absences are not provided on the authorised absence form, the Education Welfare Officer is contacted. There are rewards for classes where attendance is significantly better than the rest of the school, by presenting the Attendance Cup each week. There will also be a certificate awarded each term to those children who always have a high level of attendance and a termly draw for children with 100% attendance with a draw for £25. Other draws occur for those between 95% and 99.9% and 90-94.9%. There are fortnightly draws for those with 100% attendance for the last 14 days.

The Golden Rules should be on prominent display and will be reviewed termly by the whole school.

## School **Golden** Rules:

- *Be Ready*
- *Be Respectful*
- *Be Safe*

Every class will discuss and draw up its own appropriate charter each term.

### **Types of Behaviour**

Our School has categorised inappropriate behaviour into three groups and has six stages of actions to address these behaviours. It is not necessarily a progressive list and staff will use their professional judgement in how it is applied.

<p>A.</p> <p>Racism/Hate Crime Assault of a Staff Member * (this is automatically reported to the Local Authority) and will always be taken to Stage 2 or above.) Sexism /Discrimination</p>	<p>C.</p> <p>Physical abuse* – pushing, pulling, ‘play fighting’ is not allowed Lying Abuse of property [includes personal, other children’s or school property] Refusing to follow instructions Disrupting the learning /play of others Disrespect to another child or member of staff Deliberately invading other people’s personal space Not allowing other children personal privacy Deliberately tormenting another child to provoke a reaction e.g. name calling</p>
<p>B.</p> <p>Bullying (reported to Governors) Swearing/offensive behaviour Vandalism Stealing Physical abuse* – punching, slapping, fighting, biting, kicking or spitting Leaving the classroom without permission Inappropriate reaction to criticism /discipline Persistent disruption to lessons/break times Using social media to post negative comments/images about staff or the school Deliberate and persistent flouting of School Rules** Malicious Allegations *</p>	
<p>Any of the behaviours in A + B above will result in a ‘Behaviour <i>Pink Slip</i>’ being sent home with the child (in an envelope) copy sent to the office,</p>	<p>These “C” behaviours will initially be viewed as Level 1 and will be dealt with by the class teacher using internal class management</p>

which has a section to be signed by the parent/carer and returned the next day, by the child, directly to the office who will keep a record of the Pink Slips issued on CPOMS/Sims. These behaviours will automatically be viewed as Level 2.

\* The adult will decide the severity of the incident. This could immediately lead to a fixed or permanent exclusion.

\*\* may lead to Level 3+

strategies. If they are persistent a *Pink Slip* will be sent home.

### Sanctions

When unacceptable behaviour occurs, a progressive set of sanctions can be used, starting with verbal warnings, then the use of a behaviour ladder etc. These are and should not be a rigid set of procedures. Depending on the needs of the pupils involved, the severity, type and frequency of incidents the senior staff members will use their professional discretion to determine which of the behaviour stages has been reached (reasonable adjustment). Any criminal offence committed on the premises by a pupil over the age of criminal responsibility would risk immediate permanent exclusion and the involvement of the police. When imposing a sanction the adult will make clear:

- **why** the sanction is being applied
- **what** changes in behaviour are required to avoid future sanctions
- the **distinction** between minor and major offences
- that it is the behaviour **rather** than the person specifically that is being sanctioned
- whether the behaviour is a minor or major breach

When implementing punishments:

- the curriculum/loss of it, should not be used as punishment
- children should not be sent to sit or stand outside classrooms/offices unsupervised
- if a child is isolated they must be supervised and given appropriate work
- whole class punishments should not be used

## Monitoring and Review

Behaviour Management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the entire School Community and is freely available to the entire school community on the school website. It will be reviewed by stakeholders on a bi-annual basis.

Review date June 2022

Signed:

Chair of Governors

Headteacher

Chair of School's Council

Head Girl

Head Boy

Date

## Appendix 1:

### Sanctions and Levels

For most children with behaviour issues, we hope that their issues can be dealt with at Level 1.

There is no set time between which levels are reached or a requirement for all the levels to be progressed through, this is about teacher/educator professionalism.

It is always important to understand why a child is exhibiting such behaviour while at the same time looking for strategies to modify that behaviour. The adult should seek to talk to the child, listen and give her/him time to express their feelings and offer an explanation.

The individual with the problem should be offered help to understand why his/her actions are unacceptable, initially through Class based staff and then the pastoral referral system. Parents should be made aware of the situation, as soon as possible.

### Level 1

Level 1 is misbehaviour that could be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or lunchtime supervisor. Common expectations are held of all children.

Level 1 Management Strategies may include:

- use of all strategies on the Behaviour Ladder
- SUMO approaches eg Listen to both sides in front of one another
- what should you do next time?
- apologise
- time out – with adult to discuss why they are there and consequences.  
Sitting on/off the carpet or a 'thinking chair' may be used where the child sits away from an activity, but is able to watch and realise they are being excluded

If the behaviour is not rectified:

The child may have a Break-time/privilege restriction, administered by the teacher/TA/ pastoral staff/Head/Deputy. Restrictions will be issued only by teachers and teaching assistants. The child might be sent for 'Time out' to another class (this must be pre-arranged between teachers/only when the class teacher has no additional teaching assistant in classroom to support). This will either be for a 5-20 minute block, or for the rest of a session, depending on the severity. The child will go to the other class with work and will be expected to sit quietly without disrupting the other class in any way. This gives both the pupil and the adult a 'cooling off' period. Children in KS2 may be asked to record an incident in writing him/herself as part of the learning process.

**Break-time procedures (class teachers must be informed of any incidents by duty staff)**

1. Oral warning
2. Time out (in 5 minute spells) e.g. with teacher or supervisor.
3. Time out (in 5 minute spells) e.g. stand in silence next to an adult, stand by wall, sit on seat, to think about behaviour
4. Persistent unacceptable behaviour during one day- Class Teacher will be informed /some of the management strategies above may be used.
5. If the behaviour continues after this Level 2 is reached.

### **Pink Slips**

These are a notification to parents of *continued* unacceptable behaviour and a child's inability to respond positively to the Level 1 management strategies. The Slips need to be signed and returned by parents. One copy needs to go home, the Office need to be informed so that the School Pink Slip record can be updated (The SBM under the supervision of the SENDCO will analyse the record on a

termly basis and this will be reported to SLT/Governors).

If three slips are sent home within a month the parents will be invited in to discuss the persistent poor behaviour with the Class teacher/learning mentor and this is where the short-term Home School Communication Link will be explained. It is signed by both the class teacher and parent. The head teacher must be made aware of this action. An ABC Behaviour Form may need to be kept after discussion with the SENDCo. If this does not work Level 2 is reached.

### Level 2

Once Level 1 has been exhausted, or for serious (A+B) breaches of the behaviour policy, the head teacher /deputy or Assistant Head teacher /Key Stage Co-ordinator/SENDCo will become involved directly. In most cases at Level 2, the parents/carers will have already been involved at Level 1. If not they will be asked to see a Senior Teacher with the Class Teacher and/or Pastoral staff (if available) and this will be noted on CPOMs. ABC forms will continue to be used throughout the rest of the process. The pupil may be given a 'Behaviour Support Plan' and a Pupil Planning Meeting may be organised. With a Plan the child will be given measurable targets and a system of rewards agreed between home and school. With parents asked to provide rewards for positive behaviour. The pastoral staff may become involved to offer support.

### Level 3

This is a level where a fixed-term exclusion is becoming likely because all other school procedures and external support are not having an impact on the child's behaviour or the immediate behaviour is deemed by staff to justify internal/external exclusion. If time allows there will be a more formal meeting involving both the class teacher and the head teacher. A Professionals Meeting may be called and the LA Inclusion Officer invited in for a Pupil Planning Meeting. A formal letter outlining the consequences of continued non-compliance with school rules/the behaviour support plan will lead to Level 4 being reached. Where pupils and/or their parents refuse to follow school rules especially with regard to appearance/dress they will not be accepted into school until they comply. This is not a formal exclusion by the school but the consequence of action taken/not taken by the parents. Breaches of rules on behaviour will be subject to the formal behaviour process.

#### Level 4 Short Fixed term exclusion under 5 days

This is where a fixed term exclusion of **under** 5 days is given. Work will be provided by the teacher for the child to complete whilst at home. A fixed term exclusion has to be reported to the Local Authority if it is external. Internal exclusions are not reported.

The head teacher may exclude a pupil from the school for up to 45 days in a school year, and there are separate regulations concerning exclusions.

#### Level 5 Fixed term exclusion over 5 days

#### Level 6 Permanent exclusion

The child's behaviour is not appropriate for the school and thus the child will no longer be educated at the school. In this instance the Local Authority will ultimately take responsibility for the provision of education for the child after 5 days.