



Behaviour Policy

Crowmoor School Behaviour Policy

Aims

We aim to establish a caring school community, where all pupils feel safe, valued and can develop a love of learning.

Our Philosophy

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Right's Respecting School in all that we do.

We believe that all members of the school community have rights and responsibilities. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work safely; where children can play in a safe way and where the involvement of parents/carers in the development of their child encouraged.

Through the successful implementation of our Behaviour policy we strive to:

- raise pupils' self-esteem.
- promote/develop empathy and respect for self and others.
- develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- ensure regular attendance.
- develop an awareness of and adherence to appropriate behaviour.
- encourage pupils to value the school environment and its routines.
- ensure that pupils are confident of their right to be treated fairly and their responsibility to treat others likewise.
- uphold the right of staff to determine and request appropriate behaviour from everyone.
- acknowledge that the maintenance of good behaviour within the school is a shared responsibility.
- To ensure that the policy is fully understood and is consistently implemented throughout the school.
- To ensure that the pupils right to achieve is promoted through a shared responsibility of having appropriate high expectations of work and behaviour.
- To ensure that effective mechanisms are in place for the monitoring and evaluation of

this policy.

- To ensure the rights and responsibilities of all members of the school community.
- To take into account significant factors in pupil's lives that impact upon their behaviour.
- To ensure that positive behaviour is always recognised by verbal comments or by physical rewards i.e. stickers and certificates.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.

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 and by all adults within the school community modelling good behaviour.

School Systems

Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

ALL Pupils Parents and Staff must know what is expected and what to expect if inappropriate behaviour occurs and to take individual responsibility for enforcing this policy.

Standards of behaviour are applied to **all** and **by all** members of the school community - it is what *we do* and not just what *we say*.

We strive to keep a proper balance between rewards and sanctions, always emphasising the power of praise.

Remember:

Be consistent! **Be fair!** **Be positive!** **Be reasonable!**

Be firm! **Be courteous!** **Be realistic!**

Be confident! **Be a good example!**

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

Appropriate behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of the education which society rightly expects to be delivered to all pupils.

Inappropriate behaviour is conduct where an individual's behaviour prevents his/her own development or disrupts the development process for other members of the school community. It is also very important to help and support those who have been victims of unacceptable behaviour as well as dealing with those who are responsible for it.

Expectations of the School Community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with a current emergency contact number and to inform the School of any change in circumstances likely to impact on the child

To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	
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The School Environment Curriculum

At this school we believe that an appropriately structured curriculum and effective learning contribute essentially to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

The Classroom

We aim to create well-organised, attractive and stimulating learning environments. Just as it is important for staff to be in their rooms, or in the playground for the beginning of sessions, so too it is important that children arrive at school on time and 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.

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.

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. Children are expected to take an active part in this by regularly organising activities and by taking responsibility for keeping shared areas and cloakrooms tidy and in actively supporting each other.

Corridors

Children are expected to walk quietly, in single file and on the right hand side (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others, showing consideration for others. Prefects are on duty to remind pupils of the rules not to enforce that is the job of the staff.

Assembly

It is very important that Staff as well as children enter/leave the hall silently and sit quietly whilst in the hall. Classes should be supervised proactively by the responsible adults whilst coming from and going back to their classes for assembly and other out of class activities.

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

Playground

At lunch time children and duty adults have a right to be treated with respect and a responsibility to ensure that behaviour is appropriate. The adults **will** organise and **participate** in appropriate activities such as Wake and Shake, outdoor gym, play equipment, short tennis

All children should feel safe outside and must be made aware of the importance of informing a dinner supervisor/learning mentor/adult/friend if they have been hurt or are being bullied or harassed. There will be a minimum of four adults (one teacher) on duty on the playground during break and normally 3 adult supervisors at lunchtime. Any accidents must be recorded by the adult closest to the incident on a Lumps and Bumps form the day the accident happens; incidents of unacceptable behaviour should be recorded on a ***pink slip***. A copy of the accident form or pink slip sent home and a copy given to the office. Class teachers will be informed of **any** incident that needs to be followed up. Under **NO** circumstances should an unaccompanied injured or sick child be sent to the Office. 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.

To get the pupils to line up at the end of a break-time a whistle will be blown to inform the children to stop and stand still. A second whistle will then signify that they should line up sensibly and in silence. ALL adults are to rigorously enforce this procedure.

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, Learning Mentor and the SENCO will draw up an Individual Behaviour Support Plan to support the pupil in partnership with parents. The school will provide targeted pastoral support or mentoring by adults or peers. All staff working with the pupil will be informed of this, including midday supervisors. If the problem continues, the school may engage outside agencies to seek solutions to support the pupil. Staff can request Learning Mentor support using the Referral Form.

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.

Rewards

This school rewards good behaviour, as it believes 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. 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. team points /stickers/ certificates celebration boards).
- Special privileges (class pet)
- End of week/term/annual rewards/cups.
- Rewards from all staff in school (i.e. good behaviour raffle tickets for weekly

draw, Certificates :Behaviour, Work, Handwriting, Headteacher, Teaching Assistant, Dinner Supervisors).

- peer praise/awards.(Pupil of the Week, class vote)
- Tea and Cakes with the Headteacher for Merit Certificate Winners.Photograph on display in the Hall .
- being given responsibilities e.g. monitors, prefects
- using class systems of star charts, stickers, etc.
- sharing achievements with the head teacher; other staff
- sharing achievements with other classes in assembly.
- Each Class Teacher ringing up /speaking directly to the parents/carers of at least three pupils to celebrate exceptional good work or behaviour .these pupils names to be recorded .

Attendance

If children are not in school or at school in time they cannot learn 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.

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

School Golden Rules:

- ❖ **Only our best is good enough**
- ❖ **We are polite and care for everyone**
- ❖ **We help each other to learn, play and be happy at School**
- ❖ **We look after our School and keep it clean and tidy**
- ❖ **We move calmly around the School**

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

Types of Behaviour

Our School has categorised inappropriate behaviour into three groups and has six stages of actions to address these behaviours.

<p>A. Racism/Hate Crime (this is automatically reported to the Local Authority) and will always be taken to Stage 2 or above.) Assault of a Staff Member *</p>	<p>C.</p> <ul style="list-style-type: none"> • Sexism /Discrimination • Physical abuse* – pushing, pulling, hitting, ‘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 • 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>B. Bullying(reported to Governors) Swearing/offensive behaviour Vandalism Stealing Physical abuse* – fighting, biting, kicking, spitting, Leaving the classroom without permission Inappropriate reaction to criticism /discipline Persistent disruption to lessons/breaktimes Deliberate and persistent flouting of School Rules** Malicious Allegations * * The adult will decide the severity of the ‘physical abuse’</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, 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. These behaviours will automatically be viewed as Stage 2. ** may lead to Stage 3+ *Could immediately lead to a fixed exclusion or permanent exclusion</p>	<p>These “C” behaviours will initially be viewed as Stage 1 and will be dealt with by the class teacher using internal class management strategies .If they persist a <i>Pink Slip</i> will be sent home. If it is felt that it is a one -off incident a verbal report to parents/carers should be made by phone or in person on the playground that day.</p>

Sanctions

When unacceptable behaviour occurs, a progressive set of sanctions will be used. These are not a rigid set of procedures. Depending on the severity and frequency of incidents the senior staff members will use their professional discretion to determine which of the behaviour stages has been reached. 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.

The curriculum should not be used as punishment, e.g. extra maths, or loss of PE/school trip (unless safety cannot be guaranteed for the activity/ lesson for that pupil or the others involved). Children should not be sent to sit or stand outside the classroom unsupervised or sent to the office alone. If a child is isolated they must be given appropriate work to complete and supervised. Whole class/group punishments will only ever be used if justified and evidenced for the whole class and a Senior Teacher/Deputy/Head must approve this in advance.

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, including pupils, parents, school staff, Governors, LA Representatives and Educational Psychologists. This document is freely available to the entire school community. It will be reviewed on a bi-annual basis.

Review date September 2017

Signed.....

Chair of Governors

Chair of School's Council

Date.....

Appendix 1 : Sanctions and Stages

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

It is always important to understand why a child is exhibiting such behaviour while at the same time looking for strategies to modify the 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 Learning Mentor referral system, open to staff, parents/carers and pupils. Parents should be made aware of the situation, sooner rather than later.

Stage 1

Stage 1 is misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. Common expectations are held of all children. All class staff should be made aware of incidents.

Stage 1 Management Strategies may include:

- Verbal warning (and explanation)
- Listen to both sides in front of one another
- What should you do next time?
- Miss some playtime.
- Name written on the board
- 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
- **Happy/sad faces** may be used, that enables the adult to indicate to the child that their behaviour is inappropriate without any confrontation or communication.
- There is a School wide system of yellow cards where staff place a yellow card in front of a pupil who is misbehaving; if this behaviour re-occurs in that session a second card is placed and for a third incidence a Pink Slip will be issued.

If the behaviour is not rectified:

The child may have a Break-time / privilege restriction, administered by the teacher/TA/ Learning Mentor/Pastoral TA/Head/Deputy. Restrictions will be issued only by teachers and teaching assistants.

The child will 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-times

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. standing in silence next to an adult or sitting on a seat, in order to think about their behaviour.
4. Persistent unacceptable behaviour during one day. Class Teacher informed /some of the management strategies above may be used.
5. If the behaviour continues after this Stage 2 is reached.

Pink Slips (Appendix 3)

These are a notification to parents of *continued* unacceptable behaviour and a child’s inability to respond positively to the Stage 1 management strategies. The Slips are signed and returned by parents. One copy needs to go home the Office need to be informed so that the school Pink Slip recorded can be updated (The Learning Mentor/SBM under the supervision of the Senco will analyse the record on a termly basis and this will be reported to SLT/Governors).

Daily Report Card (Appendix 4)

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 daily Report Card will be explained. It is signed by both the class teacher and parent. The head teacher is made aware of this action. If this does not work Stage 2 is reached.

Stage 2

Once Stage 1 has been exhausted, or for serious (A +B) breaches of the behaviour policy, The head teacher /deputy head teacher /Key Stage Co-ordinator/SENCO will become involved directly. In most cases at Stage 2, the parents/carers will be have already been involved at Stage 1. If not they will be asked to see the Senior Teacher with the Class teacher and Learning Mentor and this will be noted in the child’s file. The pupil may be given a ‘Behaviour Support Plan’. Where 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 Learning Mentor/Inclusion Support worker may become involved to offer support.

Stage 3

This is a formal stage where a fixed-term exclusion is becoming a likely possibility because all other school procedures and external support are not having an impact on the child's behaviour. There will be a more formal meeting involving both the class teacher and the head teacher. A letter is given to the parents underlining the fact that if the Behaviour Support Plan continues to be unsuccessful/Rules are still being breached Stage 4 will have been 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 by the parents. Breaches of rules on behaviour will be subject to the formal behaviour process.

Stage 4 Short Fixed term exclusion under 5 days

A fixed-term exclusion is a serious matter and is reported to the Local Education Authority. 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. Work will be provided by the Class Teacher.

Behaviour Stage 5 Fixed Term Exclusion over 5 days

This is held on a child's file indefinitely. Work will be provided by the Class Teacher.

Behaviour Stage 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 after a set period will ultimately take responsibility for the provision of education for the child.



‘Pink Slip’

Crowmmor Primary School
Inappropriate Behaviour Note

Dear Parent/Carer

We thought it important that we let you know that today your child has behaved inappropriately by :

Bullying, Swearing / offensive behaviour, Rude gestures, Stealing, Physical abuse – fighting, biting, spitting, kicking Leaving the classroom without permission, Inappropriate reaction to criticism / discipline, Persistent disruption to lessons. (circle as appropriate)

In line with our behaviour policy, your child will receive/has received a playtime restriction or To emphasise that this behaviour is not acceptable.

This has been recorded in the School Behaviour File. We will contact you if we feel that his/her behaviour requires further support. Please feel free to contact me to discuss the matter in more detail if you think that would be helpful.

Teacher/Teaching Assistant: _____

I would be grateful if you would detach and return this section only

Your child should bring this section to the **School Office**.

Child’s name: _____ Class: _____ Date: _____

I have noted that my child has been dealt with under the behaviour policy and have discussed their inappropriate behaviour with them.

I wish to seek support from the Learning Mentor and would like a referral Form.

YES/NO

Any other comments:

Signed: _____

Your name: _____ Date: _____

Appendix 4



Crowmoor School Daily Report Card

Week beginning: _____ Pupil: _____

Class: _____

	Session 1	Session 2	Session 3	Session 4	
Monday					Teacher: Parent:
Tuesday					Teacher: Parent:
Wednesday					Teacher: Parent:
Thursday					Teacher: Parent:
Friday					Teacher: Parent:
					Head Teacher:

This card will be completed by the teacher at the end of every session. If the child's behaviour has been acceptable, a sticker/smiley face will be awarded and stuck in the appropriate box. If not, a short comment will be written. The parent should sign the card daily, and the head teacher will sign weekly.

The Commendation letter is an exemplar and may be used in conjunction with /separately from the three weekly contacts made by each teacher to parents/carers.

Appendix 5

‘Commendation Letter’



Crowmoor Primary School Commendation Letter



Dear

We strive to encourage positive attitudes to work and behaviour in School and we felt it was important that you should know that has behaved in an exemplarily way by

We hope that you are as pleased as we are with their positive contribution to making our school such a constructive place to enjoy learning.

Yours sincerely



School Rules



Our School is committed to the implementation of the United Nations Convention on the Rights of the Child.

Our school is a place where we should *all* feel safe, enjoying our learning in a secure environment.

To help us achieve this, we as pupils agreed to have these rules:

- We will be polite to *all* and respect the views and rights of others.
- We will not physically or verbally abuse others.
- We will always do our best.
- We will take responsibility for our own work and behaviour.
- We will arrive at school on time, with the right equipment for our work.
- We will be “*active listeners*” at all times.
- We will always tell the truth.
- We will always complete our homework on time.
- We will ask for help as soon as we need it.
- We will wear the school uniform and be neat and tidy at all times as required by the School Dress Code.

If these rules are broken or ignored, staff will first ask us why. If we still break the rules our parents/careers will be told using Pink Slips. If our poor behaviour continues we will be sent home.

Re-adopted October 2015

Unanimously approved by the School’s Council on behalf of all pupils 7th

October 2015

School Rules

- ❖ School uniform **must** be worn (all items to be labelled).

Footwear

- Plain outdoor black footwear(no stripes or colours)
- Summer only : sandals (no flip flops, jellies or heels)
- Bad weather wellingtons (no Ugg or heeled boots) changing into plain black footwear once at school.

Clothes

- Grey/black trousers or knee length skirts for girls
- White blouses, shirts or polo shirts
- Navy School sweatshirt
- Summer blue striped cotton dresses for girls black or grey shorts for boys
- Socks ;plain white (girls),grey or black (boys and girls)
- Warm coat
- Cap for Summer

Hair Cuts/Make Up/Jewellery

- No extreme cuts (highlights, dyes/colours, extensions ,tram lines ,crew cuts etc) If in doubt please contact school before having your child's hair cut.
- No makeup ,nail varnish ,lipstick ,transfers or blusher to be worn
- No Jewellery(as defined by the staff) except for a wristwatch or a single PLAIN metal stud in each ear or a medi-alert bracelet

PE Kit (as set out in the prospectus)

- Plain white t-shirt (NO football shirts)
- Black shorts
- A separate pair of trainers or pumps for PE only

For cold weather :

- Track suit bottoms, (plain navy or black)
- Navy or black sweatshirt

Equipment

- School book bag/small rucksack or bag for books and PE Kit
- Water bottle for use each day in school ,only water to be brought in
- All lost or damaged school/personal property should be reported at once.
- Use of the play equipment and the playing of games can take place in school hours only, when authorised by a member of staff.
- Money/valuables should be left at home, except if requested by a teacher.
- Toys/mobile phones should be left at home, except if requested by a teacher.

- ❖ Break time snacks may be either fruit or vegetables, no sweets unless allowed in advance by the teacher for a specific purpose.
- ❖ Key Stage 1 children should be collected from within the school playground. If the usual person is not collecting a child from school, the school must be informed in writing or in an emergency by phone.
- ❖ Cycles/scooters. **All children cycling/scooting to school must wear a cycle helmet.** Cyclists should use the pedestrian gate to enter the school grounds and push their bicycles from there to the bike shelter/scooter rack. In winter children cycling to school must have working lights. No bikes to be ridden on the playground or school paths. If this rule is persistently breached or helmets or lights not used the school reserves the right to refuse permission for the cycle/scooter to be brought onto school premises.
- ❖ Medication: Children can only receive medication in school by prior arrangement/agreement with the Administrative Staff; the carer may be required to administer medication. Children should always have inhalers, Epi-pens and emergency treatments with them (not in bags or trays). It is important that all teachers are made aware of any medical conditions and changes in circumstances (especially contact details) as **soon** as they occur. Asthma sufferers' details will be given to the Office .

Updated September 2015



School Ethos

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child.

We promise:

To accept and support all children regardless of their race, gender, beliefs and abilities.

To encourage and support children in contributing positively to both the school and the wider community.

To actively develop a school environment where all school members can feel safe and secure.

To help pupils care for and empathise with other people.

To encourage pupils to treat others as they would like to be treated.

To aid the development of all children intellectually and socially into mature, independent citizens.

This ethos was drawn up and adopted by the pupils and staff in the Autumn Term 2015.

Chair of Governors

Headteacher

School Council Chairman

Appendix 8. Adult Rules and Sanctions

Everyone is expected to behave in an appropriate and reasonable manner when on school premises.

Staff Behaviour Code

1. All members of staff will demonstrate/model the schools expected behaviour.
2. Children will be respected as individuals and treated in an appropriate manner.
3. All duty staff to be out on the playground by 10.30 am and 12.00 noon.

No teacher/TA should send children out if there is no adult already on duty.

Teachers will be out on the Playground to collect their class by 8.45 am, 10.45am and 12.55 pm. Teachers or those acting for them in their absence will accompany their class out of the school at the end of the day.

4. *All* members of staff will be proactive and consistent in implementing all aspects of this policy. This code is in addition to any that is in place in staff members' conditions of employment. There disciplinary procedures produced by the Local Authority are available to be used as sanctions for members of staff.

Parents and Visitors' Behaviour Code

1. Smoking is not permitted at any time on the school site. Dogs are not allowed on school premises.
2. Parents and visitors are reminded that swearing and physical/verbal abuse is not permitted on the school premises and may lead to permission to access to the site being withdrawn. Under no circumstances will physical or verbal abuse by anyone be tolerated and will lead to Sanction 4 (Verbal abuse includes the persistent use of offensive language within the hearing of pupils or staff as well as language which is threatening or offensive and is directed at an individual or the School generally).
3. To comply with fire regulations, all visitors must report to the school office before entering the school buildings. Visitors must wear an ID badge. No access is permitted by non- staff members/non-Crowmoor pupils through any door except the Reception Entrance. Only with the permission of the school may children be met and collected from Reception. Children arriving late or being taken out of school for whatever reason must be signed in /out. Parents are requested to wait on the playground outside of the KS2 quadrangle and KS1 entrance path.
4. Parents and visitors who wish to see teachers must make an appointment either with the teacher concerned or through the school office. Teachers are preparing lessons before school and therefore cannot spend adequate time with parents unless this has been previously arranged.

If parents or visitors choose to behave inappropriately then the following sanctions will be used.

1. There will be a verbal request to comply with this policy.
2. There will be a verbal instruction to comply with it.
3. The Headteacher will notify the adult that his consent for them to be on school premises will be withdrawn if the inappropriate behaviour continues.
4. The Head Teacher will formally write to the adult, withdrawing the permission for them to be on the school premises unless (s)he has specifically invited them.

Obviously, with all the sanctions, for children or adults, it is our hope that we do not need to use them but the school will always act to safeguard children, staff or parents. The School if it deems it appropriate will initiate any of the sanctions above out of sequence.