



# Crowle Primary Academy

## BEHAVIOUR POLICY



### AIMS AND EXPECTATIONS

It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The academy behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

By using a variety of consistent strategies throughout the academy, we aim to produce individuals with a healthy self-esteem. By high self-esteem we mean that children and adults feel confident, needed and appreciated and feel good about themselves. They are aware that they are achieving at school and they gain recognition for their achievements. They are happy to be themselves and respect others. We recognise the importance of teaching appropriate social and learning behaviours, which promote the emotional health and wellbeing of children, and of staff.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. The Academy's rules underpin the expected behaviour of all children, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting excellent relationships, so that people can work together with the common purpose of helping everyone to learn and be able to reach their full potential. This policy supports the community in aiming to allow everyone to work together in an effective and considerate way.

We believe "visible consistency with visible kindness allows exceptional behaviour to flourish" (Paul Dix – When adults change everything changes, seismic shifts in school behavior).

### THE ACADEMY RULES

The Academy has three rules which the children abide by;

Ready, respectful, safe.

### BULLYING

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see 'Anti-Bullying Policy' for more detail.

### THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out the policy.
- The Headteacher has the day-to-day authority to implement the academy behaviour policy, but governors may give advice to the Headteacher about particular issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The power to administer consequences applies to all paid staff with responsibility for pupils, such as teachers, teaching assistants and lunchtime supervisors. The Headteacher may extend these powers to other adult volunteers. We do this at Crowle Primary Academy on school trips and when we have volunteers in school, i.e. reading volunteers.

The staff have statutory authority to apply the relevant consequences to pupils whose behaviour is unacceptable, who break the school rules and who fail to follow a reasonable instruction.

### THE ROLE OF THE CLASS TEACHER AND TEACHING ASSISTANTS (TAs)

- It is the responsibility of the class teacher/TA to follow this policy and ensure that the academy rules are enforced in their class, and that their class behaves in a responsible manner at all times.



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- The class teacher/TA treat each child fairly. The teacher/TA treats all children in their class with respect and understanding and seeks ways to promote excellent relationships.
- If misbehaviour continues, the class teacher/TA should seek help and advice from the Behaviour Lead, Deputy Headteacher or Headteacher. This support may take the form of a behaviour programme and contract. This may involve using different strategies for behaviour management, including rewards and sanctions, other than those stated in this policy.
- The class teacher/TA liaises with external agencies and parents, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The teacher/ TA record incidents of poor behaviour on the Academy's CPOMS system.

### THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher, to implement the academy behaviour policy consistently throughout the academy, and to report to governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.
- The Headteacher supports the staff by implementing the policy and by setting the standards of behaviour.
- The Headteacher keeps records of all reported serious incidents of misbehaviour. These are reported to Governors through the termly Head Teacher's Report.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. In her absence, a member of the leadership team will take on this delegated role. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors will be notified of this as soon as possible.

### THE ROLE OF PARENTS

- Work collaboratively with the academy, so children receive consistent messages about how to behave at home and at the Academy.
- To engage in a supportive dialogue between the home and the academy.
- To support the actions of the Academy when applying behavioural consequences.
- Contact the class teacher if there are any concerns about the way that their child has been treated. If the concern remains, contact a member of the leadership team. If these discussions cannot resolve the problem, the Academy's complaints policy should be followed.

### PROCEDURE FOR REINFORCING GOOD BEHAVIOUR

We try to "catch" children behaving well and praise them. We give positive instructions, "Please Walk" not "Don't Run". When children have behaved inappropriately, they should be dealt with in a calm and assertive manner. All staff must follow the consistent 5 step system.

1. The child is reminded what is expected behaviour
2. The child is given a verbal warning outlining which rule they are breaking
3. If a child continues to choose to break the golden rules the child is told they are on an orange warning, at this point the child is removed to another place within the classroom
4. The child is given a further warning about the unacceptable behaviour
5. Further misbehaviour results in the child being told they have received red wrong choice card. They will then spend the next break time with a member of the SLT discussing their behaviour choices.

It is expected that children should only reach red for persistent non-compliance and this will be a rare occurrence.

### REWARDS

We have a set of rewards and sanctions, which are known in school and which are applied consistently and fairly by all. We expect rewards to outweigh the sanctions.



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We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children, a smile are often reward enough.
- Stickers and stampers are used by teachers and support staff.
- Every term a special Celebration Assembly will take place. At this assembly children will be rewarded for achievements. Parents will be invited in to the assembly to see their children being presented with their awards.
- Right choice cards are given for good behaviour at lunchtimes. Children are encouraged to take these home and they are celebrated in the classroom.
- Class Points are awarded by any member of staff. Each class aims to get ten class points by working together as a team. When they have achieved this they get a class treat (an extra art or PE lesson, do some cooking, have a movie afternoon, treasure hunt etc.).
- If a child goes 'above and beyond' their name will be placed on the recognition board in the classrooms. They will receive recognition of this (in the form of a band). This is taken home to be celebrated. The recognition board may have a class focus i.e. helping others, keeping the classroom tidy or could be for general above and beyond behaviour.

### SANCTIONS

The academy employs a number of sanctions to enforce the academy rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. When applying sanctions we make a point of never criticising the person, only their actions.

- Red behaviour cards are issued for extreme behaviour which cannot be dealt with within the 5 point system i.e. deliberately hurting others, swearing, spitting etc. Children issued a red card are asked to attend 'Thinking Room' at the next session to discuss their behaviour with a senior member of staff. A record is kept of children in the Thinking Room and if a child has been in the Thinking Room three times a half term for behaviour, parents will be contacted and informed so an action plan can be drawn up.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The adults in the academy will follow the 30 seconds script when dealing with poor behaviour;  
*"I noticed you are ... (having trouble getting started/ struggling to get going/ wandering around the classroom)*  
*It was the ..... rule you broke (ready, respectful, safe).*  
*You have chosen to .... (move to the back/ catch up with your work a lunchtime)*  
*Do you remember last week when you... (arrived on time/ got that positive note/ completed that learning)*  
*That is who I need to see today...*  
*Thank you for listening. (then give the child some take up time.)*
- Serious misbehaviour may result in more serious sanctions these include;
  - Internal isolation for significant misbehaviour. The child will be supervised for the period of time (half a day or a full day) in isolation from the other children (including break and lunchtimes). The time will be used as constructively as possible.
  - Fixed term and permanent exclusions may be issued. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
  - If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.
  - The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
  - The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any



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representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### SANCTIONS AT LUNCHTIME

If children choose to break the rules at lunchtime the consequences are;

1. A reminder from an adult about the rules and what they need to do to be successful
2. Time out (2-5 mins on the feet or holding a lunchtime supervisors hand)
3. Removal from the playground and straight into thinking room

### USE OF FORCE TO CONTROL OR RESTRAIN

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DoE Guidance July 2013 'Use of Reasonable Force', relating to Section 93 of the Education Act 2006. This enables academy staff to use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- Committing a criminal offence
- Causing personal injury or damage to property of any person, including themselves
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at school, whether during a teaching session or otherwise.

The 'Use of Reasonable Force' guidance states schools can use reasonable force to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning or behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the teachers, the Headteacher authorises the teaching assistants who have received up-to-date 'Team Teach' training to use "reasonable force". This training is updated every three years. The training uses 'Positive Handling', which include non verbal, verbal and, where absolutely necessary, physical interventions. Any use of physical restraint or handling will be recorded in the appropriate book and reported to the Headteacher and the child's carer.

### IF A CHILD LEAVES THE ACADEMY PREMISES WITHOUT PERMISSION

Every effort should be made to encourage the child back in to the academy premises. If a child chooses to leave the academy premises, they should **not** be followed, as this could risk the child taking flight and running into traffic. A clear command of "Stop, you are putting yourself in danger," should be shouted. The member of staff should return immediately to the academy office and contact the parents/carers. They should be given the choice of trying to retrieve the child or ringing the police. If no parent/carers is available the police will be informed. A member of the leadership team should be informed as soon as possible.

### CONFISCATION OF INAPPROPRIATE ITEMS AND POWER TO SEARCH

Staff may use reasonable force when conducting a search without consent. The general power to discipline enables a member of staff to confiscate a pupil's property as a consequence of inappropriate behaviour so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be retained until the carer collects them.

Staff have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules (i.e. mobile phones).

Weapons, knives and extreme pornography must always be handed over to the police, otherwise it is for the staff member to decide if and when to return a confiscated item.



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### **PUPIL'S CONDUCT OUTSIDE THE SCHOOL GATES**

The disciplinary sanctions above may be imposed even in relation to misbehaviour which takes place outside school premises, where it is witnessed by a staff member or reported to the academy. This includes when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to and from the academy.
- Wearing academy uniform.
- In some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the academy.

In all cases of misbehaviour the staff can only apply consequences to the pupil on academy premises or elsewhere when the pupil is under the lawful control of the staff member.

The ethos for this policy is for our whole academy, but there are some differences with the types of rewards and sanctions used in the Foundation Unit. For further details please see the Foundation Stage Policy. The Academy Behaviour Policy also applies at all break times.

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### Behaviour Policy on a page for staff reference

“Visible consistency with visible kindness allows exceptional behaviour to flourish”

“We are stronger and more consistent when we stand together, everyone compromising a little to make the message utterly clear for the children, and all staff pursuing common values for the good of everybody.”

(Paul Dix – When adults change everything changes, seismic shifts in school behavior).

### THE ACADEMY RULES

Ready, respectful, safe.

Catch children behaving well and praise them.

Give positive instructions, “Please Walk” not “Don’t Run”.

When children have behaved inappropriately, they should be dealt with in a calm and assertive manner. All staff must follow the consistent 5 step system.

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It is expected that children should only reach red for persistent non-compliance and this will be a rare occurrence.

### The Script

*“I noticed you are ... (having trouble getting started/ struggling to get going/ wandering around the classroom)*

*It was the ..... rule you broke (ready, respectful, safe).*

*You have chosen to .... (move to the back/ catch up with your work a lunchtime)*

*Do you remember last week when you... (arrived on time/ got that positive note/ completed that learning)*

*That is who I need to see today...*

*Thank you for listening. (then give the child some take up time.)*

### Praise and reward children for good behaviour by

- Congratulate children, voice tone, body language and a smile are often reward enough.
- Stickers and stampers
- Class Points are awarded by any member of staff. Each class aims to get ten class points by working together as a team. When they have achieved this they get a class treat (an extra art or PE lesson, do some cooking, have a movie afternoon, treasure hunt etc).
- If a child goes ‘above and beyond’ their name will be placed on the recognition board in the classrooms. They will receive recognition of this (in the form of a certificate, band etc.). This is taken home to be celebrated. The recognition board may have a class focus i.e. helping others, keeping the classroom tidy or could be for general above and beyond behaviour



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### Sanctions

- Red behaviour cards are issued for extreme behaviour which cannot be dealt with within the 5 point system i.e. deliberately hurting others, swearing, spitting etc.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

### Procedures for children who are continually choosing the wrong behaviour

If a child reaches red and continues to behave inappropriately they will be sent to another class for the remainder of the day (there are agreements in place as to which teacher each child will be sent to).

After three removals from the classroom in a half term, a child will be put onto an individual behaviour chart.

School has a behaviour chart in place for this purpose. The number and nature of targets is dependent on the child's needs. The behaviour chart should be aimed at making sure that child is successful and can see benefits to being good.