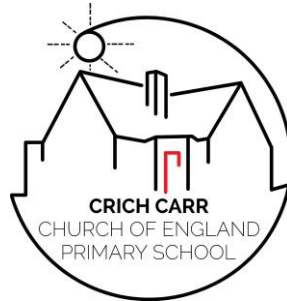


# Crich Carr Church of England Primary School



## BEHAVIOUR POLICY

	<b>Date</b>	<b>Minute No.</b>	<b>Next Review date</b>
<b>Approved by Governors</b>	<b>October 2022</b>		<b>October 2023</b>

**To be reviewed: Annually**

**Nominated Governor responsible for review: I Robson**

# Crich Carr Church of England Primary School

## BEHAVIOUR POLICY

### 1 Aims and expectations

**1.1** It is a primary aim of our school that every member of the school community feels happy, safe and secure and that they are valued and respected. We aim to ensure each person is treated fairly as part of a caring and compassionate community, which values mutual trust and respect for all. We have adopted a behaviour policy which positively reinforces the standards of behaviour which we are seeking to achieve throughout our school. It is every child's entitlement to feel they are in an environment that is safe, encourages positive behaviour and corrects unacceptable behaviour fairly but firmly. Children are encouraged to take pride in their school and the way that they behave around school.

In addition, we aim to ensure that each child reaches their full potential during their time at Crich Carr and as they continue their journey in education. We aim to create an environment where children work hard in lessons and strive to produce work of the highest quality possible. The behaviour policy plays a key part in achieving these goals.

**1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, between adults and children and also between peers, so that people can work together with the common purpose of learn as much as possible during our time in school. This policy supports the school community in aiming to allow everyone to work together in an effective, productive and considerate way.

**1.3** The school expects every member of the school community, including staff, parents, children, governors and other members, to behave in a considerate way towards others.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way taking into account our obligations under equality legislation and provision for children with special educational needs and disabilities.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school praises and 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.

**1.7** The school defines 'good behaviour' as being kind, thoughtful and respectful.

#### **1.8 Learning Behaviours**

We have FIVE key rules in school to help children have positive learning behaviours – S.H.I.N.E. These five rules are displayed around school and all children are aware of what they are and what they mean. When a child is not behaving as we expect, they are reminded of the rules. Our five rules are:

1. Stick at it
2. Help others
3. Independent
4. No distractions
5. Explain your learning

Assemblies teach and reinforce these rules.

## **2 Rewards and Sanctions**

**2.1** We expect good behaviour and hard work from all children. We praise and reward children in a variety of ways:

- Teachers verbally congratulate and praise children.
- Star of the Week certificates are awarded during Celebration Assembly in recognition of good work or good behaviour.
- Sending child to another teacher to show a good piece of work.
- Sending to the headteacher to show Golden Work, get a special achievement mention and 5 dojos.

### **2.2 Class Dojo Points**

At Crich Carr we use Class Dojo to reward children. The children have ownership over the class behaviour system as they can sometimes nominate peers for Dojo points and also have a say in what they are awarded points for. During celebration assembly each week, the class with the most Dojos is celebrated, as is the child with the most Dojos within that class.

Once a child earns 50 Dojo points they receive an award. We promote democracy by asking the school council to talk to the rest of the school about what they would like as prizes. The school council selects prizes which children receive in exchange for their Dojo points.

Parents can see the number of Dojo points their child has received that week and is alerted each time a Dojo is awarded.

For 250 and 500 dojos you will get a silver and a gold certificate; for silver you will receive a treat set by School Council and for 500 dojos you will receive a special prize.

### **2.3 Golden Work**

If a child produces work that shows they have taken great care and effort then they can be sent to the headteacher with their 'Golden Work.' They should receive a 'Golden Work' Dojo reward of 5 dojos and will receive a special mention in the end of the week Celebration Assembly.

### **2.4 Lunchtime Superstars**

Each week two children are chosen by the mid-day supervisors as their 'Lunchtime Superstars.' These children will receive a special mention in assembly as well as a 'Lunchtime Superstar' 5 Dojo reward.

### **2.5 Celebration Assembly**

The school acknowledges all the efforts and achievements of children, both in and out of school. During the 'special achievements' part of 'Celebration Assembly' success and achievements (e.g. academic, sporting, creative or social), are celebrated and recorded with photographs, that go on the achievements board.

### **2.6 Good to be Green**

We hope that all children will follow our school rules as well as try their hardest in lessons. To help children stay on track in terms of their learning, we use the 'Good to be Green' chart. All children start the day with a green card. The aim is for children to remain green all day. Where their behaviour does not meet our expectations, staff will follow the following process:

- a) Verbal reminder and warning that if they continue there will be a consequence.
- b) 'Stop and Think' card. The children will go to the behaviour chart and place a 'Stop and Think' card in front of their name. There is no consequence to 'Stop and Think', it just gives the children a chance to reflect and refocus.

c) Warning Card – These orange warning cards are used when a child continues to not meet our expectations in terms of behaviour. The consequence for this will be that the child will have to move their card to an orange card. Once an orange card is issued, the staff member will then make time (at their convenience) to talk to (and coach) the child to support them in modifying their behaviour. Most often, these discussions take place at break or dinner time.

d) Consequence Card – The red cards mean that the child has continued to misbehave after getting a Warning Card. They move to this card which indicates that they will need to spend some time talking to the head teacher about their behaviour.

At any point, if staff decide that the children have modified and improved their behaviour, they may move them back to Green.

As stated above, children are responsible for moving their own cards and should only take interest in the learning level they are at – rather than worrying about what other children have. Children are reminded about this.

Each child who is green all day receives a 'Good to be Green' dojo. If you are good all week you receive 3 dojos.

**2.7** The class teacher discusses the school rules with each class which are then agreed by the children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class 1 teacher discusses these with the whole class during 'circle time'. In Classes 2&3 any incidents are discussed immediately, or as soon as possible, with the class as a whole – not left solely to PSHE lessons. During Circle Time and class discussions, children are encouraged to discuss concerns they may have about behaviour generally, but are discouraged from naming actual children in front of the whole school.

**2.8** The school does not tolerate bullying of any kind. If we discover that any slightest act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Any incidents, such as name calling, will be dealt with immediately. All staff members will listen carefully, and investigate fully, any incident of bullying or intimidation should they occur, however slight! (Please see our Anti-bullying policy)

**2.9** All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Please see our 'Physical Intervention Policy'.

### **2.10 Sanctions**

Low level behaviour incidents are dealt with by staff so that they have minimal impact on learning. Children are given verbal reminders about school expectations – using the Good to be Green system. When these reminders are heeded, no further action is taken. When a child continues to be disruptive in class, they may be expected to complete their work elsewhere – often in a neighbouring class or during lunch or break time.

Following a higher-level behaviour incident, children are given a chance to explain their point of view. Once facts are established, children are given clear reminders about making the right choices. The conversation with children does not focus on 'why' they did something. Instead, it focuses on how they felt and how they could have responded in a more healthy way. The aim of these discussions is to help children make better choices in the future. On occasions, children may then receive sanctions, such as loss of privileges, break time or lunchtime. These sanctions are at the discretion of the head (or senior leader in his absence) who will ensure that parents are kept informed.

Incidents of physical or verbal assault will be recorded and may result in the loss of free time. If repeated incidents are occurring, a discussion will be held with the Headteacher and parents may be informed. Parents (and child) may be invited to a meeting to establish the root cause/put plans in place to rectify the problem.

Serious incidents of verbal or physical assault, dangerous behaviour, property damage or bullying will result in the parents being informed immediately and a meeting with the Headteacher and class teacher. In extreme cases a child may be excluded from school at the Headteacher's discretion – although this is usually something that we would work very hard to avoid.

Examples of lower-level incidents	Examples of more serious incidents
Talking in class Not getting on with schoolwork Saying an unkind word Play fighting	Verbal assault Physical assault Fighting Racist comments Homophobic comments Not complying with requests from school staff Repeatedly saying unkind words

### **2.11 Report Card**

Sometimes school may deem it appropriate to establish a report card for pupils. These cards inform the child, and their parent, whether their behaviour has been acceptable for each lesson that day. Once a report card has been implemented and we see a sustained improvement in behaviour, children may no longer need one. Parents are requested to support the school in applying the behaviour policy and will be informed of any concerns the school has regarding their child's behaviour.

## **3 The role of the class teacher**

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible, respectful manner during lesson time, whilst around the school and during any visits or trips. The message that the children are ambassadors of our school is always reinforced before we step out of the school gate for any activity.

**3.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, the class teacher will keep a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher. Incidents should be logged on the RM system.

**3.5** The class teacher liaises with external agencies, 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.

## **4 The role of the headteacher**

**4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

**4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The headteacher will keep records of any reported serious incidents of misbehaviour. These incidents will be logged on the RM system.

**4.4** Even though the school would never wish to exclude a child, the headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions will only be taken after lengthy dialogue with the child, parents and governors.

## **5 The role of parents**

**5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.

**5.3** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then, if necessary, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 The role of governors**

**6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

**6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

**7.1** Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school 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. This sanction would only be used as a last resort and all possible steps would be used to avoid this.

**7.2** The Governing Body will convene a Discipline Committee of three to five Governors as required to consider any exclusion appeals.

**7.3** 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.

**7.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

**7.5** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

**7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **8 Monitoring**

**8.1** The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Equal Opportunities**

The staff and Governors of Crich Carr Primary School will ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion, or ethnic origin, are given opportunities to realise their potential. Pupils with Special Needs will be supported appropriately by all staff liaising with parents/carers. Procedures for these children will be planned and may be targeted individually through an IBP/IEP (Individual Education/Behaviour Plan). These plans may mean that staff adopt personalised behaviour management strategies for that individual. This information will be shared with parents.

## Review

**9.1** The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Chair of Governors:

Date: