



Cropredy C of E Primary School

Behaviour Policy

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Cropredy CE Primary School

BEHAVIOUR POLICY

At Cropredy CE Primary School we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Cropredy CE Primary School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils, and opportunities to reflect upon their own behaviour in a supportive environment. We look at ways to encourage and reward children, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

The Governors recognise that it is their responsibility to ensure that, through the Headteacher and all staff, good behaviour and discipline is maintained at Cropredy CE Primary School.

The Governors recognise that it is their responsibility to ensure that the school has a policy to combat bullying. Although bullying is referenced in this policy, a separate Anti Bullying policy also exists within our school. The Governors also recognise that all employees have a responsibility to promote and maintain good behaviour and discipline and to investigate any allegations of bullying.

This policy will be reviewed on a bi-annual basis to ensure high standards of behaviour and discipline are adhered to.

Aims and expectations

Our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. We are a caring school and our values are built on mutual trust and respect for all.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and will help our children to become positive, responsible and increasingly independent members of the school's community.

The school has golden rules that are designed to be consistently applied at all times. We seek to promote good relationships, so that all children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children with respect, fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We see behaviour management as an integral part of the curriculum. Our aims are:

- To ensure the safety and wellbeing of each individual pupil.
- To develop children's own sense of responsibility for their school and its environment.
- To help children to recognise appropriate behaviour in given situations.
- To help children acquire the necessary self-discipline to behave appropriately.

- Aim to control unwanted behaviour in a positive way in order that learning may take place.
- To teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow pupils to develop and demonstrate positive abilities and attitudes.
- To help children recognise that their behaviour may adversely affect others.

Policy Statement:

- We will ensure that children understand the rights of everyone to be safe, respected and able to work.
- We will enable children to take full responsibility for making choices for their behaviour.
- We will help children to understand that there is always a consequence for chosen behaviours, positive or negative.
- We will ensure that positive behaviour is recognised at all times and given praise and attention.
- We will ensure that the academic curriculum facilitates success for every child.
- We will encourage all children to become positive and fully participating members of the school community.
- Through positive relationships, children will feel valued and able to develop emotionally and socially.
- Details of any child's sanctions are confidential.

We Believe That:

- It is important that individual boundaries of behaviour and expectations are realistic, well defined, understood by all children and adults and consistently implemented throughout the school.
- The quality of relationships between staff and individual children is of paramount importance in monitoring positive discipline.
- Children and adults respond well to praise. Children behave well when they feel good about themselves.

Roles and Responsibilities

Headteacher

The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- promote self-discipline and proper regard for authority among pupils.
- encourage good behaviour and respect for others in order to prevent all forms of bullying.
- regulate the conduct of pupils through observation, reporting and monitoring systems.
- review exclusions each term.
- establish intervention for persistent poor behaviour.
- mentor individual pupils, log concerns and follow up interventions.
- liaise with colleagues to secure good behaviour.

Class teachers will:

- Ensure the policy is applied consistently for each child
- Record number children who have received lost Golden Time.
- Record house points each week with School Council
- Keep records of success and concern and any follow up with home to establish any patterns.
- Consult with the SENCO to gain advice and guidance to best support the children
- Consult with the Headteacher around persistent and serious incidents.

Governors will:

- monitor exclusions by protected characteristics and question the Headteacher around any trends in exclusions.

- participate in governors' disciplinary meetings (non-staff governors only).
- review the behaviour policy on an annual basis or earlier if there is a relevant change in legislation or DfE guidance.

General Policy Principles

It is important that in school both children and adults know and understand what is expected of them. Parents are concerned that their children behave well both at home and at school. We need the support and involvement of parents in the implementation of our behaviour policy. Good behaviour is a partnership between school and home and the standards set at home and at school should complement each other.

Positive behaviour is encouraged and reinforced through assemblies, PSHCE lessons and by class debates in older children's classes.

Positive reinforcements

We believe children should be encouraged to behave well and work hard. We use a number of positive reinforcements that are selected to suit the age and development stage of the child. We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards. Children's success in work and behaviour is measured against their previous performance and not against others.

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

- Awarding house points
- Verbal praise
- Reading work aloud to other pupils
- Displaying work
- Stickers/smiley faces on their work
- Notes home in book bags
- Whole class reward e.g. 'golden time', extra playtime or activities/games
- Visit to head teacher, other adults in school

Each teacher nominates one 'Star of the Week' who have shown extra effort in their work and/or behaviour during the week. These children receive a special certificate in our weekly celebration assembly.

Each teacher also nominates a child who has demonstrated the value of the half term, each week. These children receive a special certificate in our weekly celebration assembly.

Bullying

We take the subject of bullying very seriously and therefore have a separate, comprehensive Anti-Bullying Policy – which takes into account guidance from the local authority.

Rewards and Sanctions

It is very important that we recognise children's good behaviour and reward it. Our positive Christian ethos emphasises encouragement and a focus on developing good behaviour.

Rewards

Every week in assembly, there is a behaviour focus highlighted to the children after the announcement of the house of the week. House points can be awarded by any member of staff for the focus of the week.

The class teacher or teaching assistant will reward children for good behaviour and for sustained effort in any aspect of their class work. Exceptional work or behaviour will be brought to the attention of the Headteacher, other members of staff and/or the rest of the class as appropriate. The Headteacher will give stickers or badges as appropriate.

A Celebration Assembly is held at the end of each term where children who have earned all of their Golden Time are acknowledged. In this celebration assembly, Governors will also present trophy trophies to children from each class to help celebrate how their positive attitudes to learning have been maintained.

Parents will be informed when their children have made a real effort in any particular aspect of school life, through school newsletter.

Good attendance will be commended with rewards appropriate to the individual, including an attendance certificate for 100% attendance awarded at the end of each term in school.

Golden Time and Golden Rules:

To further the smooth-running of the school and streamline expectations of behaviour, the school has a clear behaviour code, based upon Jenny Mosley's 'Golden Rules' to support its policy on behaviour. As a school we actively follow the Equality Act of 2010 meaning that we will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. This is known by all members of the school community, constantly referred to and consistently enforced by staff.

The School Rules These Golden Rules will be displayed in each classroom and be used as a reminder to all children together with the three rights i.e., be safe, be respected and be able to work.

- We are gentle
- We are kind and helpful
- We are honest
- We listen
- We work hard
- We look after property
- We don't hurt other people
- We don't hurt anybody's feelings
- We don't cover up the truth
- We don't interrupt
- We don't waste our own or others' time
- We don't waste or damage things

Playground Rules

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

As the Golden rules form the cornerstones of the reward/sanction system in school, all staff must work together to ensure that the rules are applied consistently and fairly.

It is important that routines and Golden Rules are not mixed i.e. walking in school is an expectation/routine, not a Golden Rule. If children keep to the Golden Rules then they are praised/rewarded.

We recognise that there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Particular support programmes will be shared with appropriate staff.

Golden Time is a weekly timetabled slot of half an hour each week where children are able to take part in an activity of their choice, such as board games or an outdoor activity session. This period of time is a reward for consistently following the Golden Rules.

Teaching staff and any other adult working with children in the school can issue children with a verbal warning if they do not behave in line with the school's Golden Rules.

If the behaviour continues, or the behaviour warrants an immediate penalty, children will lose a 5-minute block of their Golden Time. This will be recorded by the class teacher. Children can earn back their Golden Time from the member of staff who has removed it, by showing an improvement in their behaviour.

Golden time is designed to act as an incentive for children to keep the Golden rules. It provides a safe framework for the children, as it demonstrates that there are immediate consequences for unacceptable behaviour. It is also very important that it ensures that children who always follow the Golden Rules are continually acknowledged and rewarded

Sanctions

We aim to develop self-discipline in our children, but sanctions may be necessary to deal with bad behaviour. An apology for actions which go against the golden rules is sought where appropriate and children are encouraged to think of a way of making amends for behaviour that has affected others. The children will be asked to identify which rule in the code has been contravened, and support strategies discussed to help the child move on and develop skills necessary to support their adherence to school golden rules.

All sanctions should be made to fit the misdemeanour and should be used consistently throughout the school. It is important that this consistency is evident amongst all teachers, teaching assistants and supervisory staff during the school day and during after school activities.

In most cases, an individual reprimand by class teacher or appropriate adult will be sufficient if a child is not behaving appropriately. However, if the level of behaviour requires further action, the appropriate steps, and sanctions, are clearly documented in the Behaviour Guidance (see Appendix 1).

The school does acknowledge its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of special educational needs (SEN). Therefore, the following steps may be taken:

- Development of behaviour modification strategies with the advice of the Educational Psychologist or other appropriate agencies (e.g. SENSS Team, Educational Psychology Team, Educational Social Workers, Behavioural Support Team and Special School Outreach)
- Removal of significant privileges such as attending school trips.
- Exclusion by the Headteacher (or his representative) for a fixed period.
- If a child has shown consistently inappropriate behaviour and / or been excluded within the previous 12 month period, the School reserves the right to exclude the child from school trips (day or residential). The child's behaviour will be considered on an individual basis by the Headteacher.
- Where a child consistently appears to be unable to accept the School's Golden Rules, displaying inappropriate behaviour on a regular basis, a 'managed move' to another school may be considered. Any such move would be considered under the guidance of appropriate LA professionals and with the full co-operation of the receiving school.
- Permanent exclusion of the child if child's behaviour is consistently detrimental to the well-being of himself/herself or others in the school and all behaviour modification strategies have been exhausted.

Where children have pupil profiles in school related to different aspects of their learning, their core targets will help inform our approach towards their behaviour management.

All children in school are supported to work in line with the Golden Rules and Behaviour Policy in school

Physical Intervention

Physical intervention by an adult is only ever used by a member of staff as a **last resort**. If a physical intervention is required, it would typically be carried out by a member of staff who has been trained under 'Team Teach' guidelines. Physical intervention is only used when a child poses significant danger to themselves or another member of the school community.

All incidents which require the use of force or restraint should be reported to the Headteacher immediately and a written record kept. Parents must be informed of any incident where force or restraint has been employed in regard to their child.

Confiscation of Inappropriate Items

Legally, staff are able to confiscate, retain or dispose of an item from a child so long as it is reasonable in the circumstances. This will also include any 'prohibited' items identified by the school. Parents will be notified if this occurs.

School Bus

Children using the school bus are the responsibility of their parents. The school supervises the children using the bus on their arrival at school and accompanies them to the buses at the end of the afternoon. We also expect the children to behave properly on the bus and we support parents in enforcing the following rules:

- Find your seat quickly.
- Sit down immediately and remain seated until the bus reaches your stop.
- Talk and behave quietly.
- Be courteous to the driver and others using the bus.
- Do not distract the driver.

Sanctions

- An apology from the child is always expected if bad behaviour takes place on the bus.
- Reprimand by the member of staff in charge.
- Reprimand and discussion regarding behaviour with the Headteacher.
- Parents informed and involved in discussion.
- Removal of privileges.
- Child refused use of transport for a prescribed period.

This policy is linked to:

- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Special Education Needs and Disabilities Policy
- Guidance on the Use of Force
- PSHCE Policy
- Positive Handling Policy
- Touch Policy
- Child Protection and Safeguarding Policy
- OCC Guidance on Exclusion - <http://schools.oxfordshire.gov.uk/cms/content/exclusion-guidance>

See Below – Appendix 1: Assessment Grid for expectations of behaviour in school.

(Copy to be kept by class teacher and Headteacher)

APPENDIX 1

BEHAVIOUR IN SCHOOL

This grid applies to the vast majority of children, for all other children individual behaviour plans will be in place.
As in all things professional judgement should be used and the context of the child taken into account.

DATE:	NAME OF CHILD:	TIME & PLACE OF INCIDENT:	MEMBER OF STAFF REPORTING INCIDENT:
Level 1 Minor	Level 2 Moderately Serious	Level 3 Serious	Level 4 Very Serious
Talking at inappropriate times	Refusing to comply with requests	Blatant rudeness to an adult	Racial name-calling/Homophobic name-calling; Prejudiced based name-calling
Interrupting	Questioning authority	Fighting, including retaliation	Physical abuse
Shouting out	Answering back	Deliberate aggression	Repeated bullying
Bad manners	Lack of respect for support staff	First incident of bullying	Swearing directed at an adult
Inappropriate facial gestures and language	Temper outbursts	Swearing directed at a child	Putting other children or adults at risk due to behaviour
Teasing/winding others up	Swearing/muttering under breath	Damage to property	Significant damage to school equipment
Name-calling	Derogatory comments e.g. about family members	Open defiance	Aggressive use of school furniture and equipment, deliberately meant to hurt or injure an individual
Not putting equipment away	Not caring for equipment/environment	Inappropriate use of sexual language	
Running in school	Hitting	Exclusion of other children	
	Socially inappropriate actions (e.g. lifting skirts and bottom pinching)	Stealing	
Pushing in lines		Gangs	
<ul style="list-style-type: none"> Disapproval/Redirect/ignore/rule reminder/warning that a Warning card may be given Make good choices or else a warning card will be given 	<ul style="list-style-type: none"> Rule reminders/thinking time/Warning that a red card may be given Make good choices or else a red card will be given If behaviour continues- repair sheet to be completed and contact home Copy of repair sheet given to all adults working with the class 	<ul style="list-style-type: none"> Immediate loss of some Golden Time Child sent to partner year group class to complete repair sheet Discussion with HT to inform - consequence to be decided Class teacher contacts home Recurrence of behaviour, HT contacts home to discuss strategies to support 	<ul style="list-style-type: none"> Child sent to HT Repair sheet given and behaviour logged Parents/carers contacted Internal exclusion and possibility of fixed term exclusion depending on context and previous incidents If incidents were repeated possibility of permanent exclusion in line with statutory guidance
If repeated incidents occur over time phone call home or meeting with parents &/or removal to another class for a set period of time	Repeated level 2 behaviours discuss with Headteacher	Repeated level 3 behaviour HT discussion, contact home	
Class teacher involvement	Class teacher involvement	Headteacher involvement	Headteacher involvement

Please put a copy of this form into the class Tracking File and give a copy to Phil Goldsworthy

INCIDENT DETAILS AND ACTION TAKEN

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4