



# School Behaviour Policy

**Status and review cycle: Legally Required      Bi-Annual review required**

**Reviewed:      September 2019**

**Ratified by governors on: \_\_\_\_\_**



## **1. Aims and Expectations**

- 1.1. It is a primary aim at the Croft Primary School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, our values are built on mutual trust and respect for all. Our behaviour policy aims to promote a learning environment where everyone feels happy, safe and secure.
- 1.2. It is a means of promoting good relationships, so that people 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.
- 1.3. 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.
- 1.4. As a school we aim to reward good behaviour choices, as it believed that this will develop an ethos of kindness and co-operation throughout our school.

## **2. Rewards and Consequences**

- 2.1 At the Croft we have high expectations for children's behaviour and learning. All children at the Croft have the rights to:
  - To learn
  - To be safe
  - To be respected
- 2.2 In order to promote positive safe learning environment we expect the following learning behaviours from all of our children:
  - To show good listening
  - To show good looking
  - To show good sitting
  - To use a quiet hand
  - To show good sticker ability with all tasks – we will always encourage children to try their best.
  - To show kind hands/feet and words
- 2.3 At the Croft we use the caterpillar behaviour system. Children are moved up the caterpillar for good behaviour and learning efforts. When children reach the head of the caterpillar, they receive a sticker on their chart. Once the children have reached the head of the caterpillar they are placed onto the second from bottom section of the caterpillar and are able to work their way up to the head again and again throughout the day. When children have got 25, 50 & 100 stickers- they have the opportunity to visit the principal for a special surprise. Children will also have a class target number of stickers to achieve as a team, for class reward times at the end of the term.

We understand that some children have social, mental & emotional health needs and the caterpillar may not be as effective. In these situations, we will devise bespoke behaviour plan to enable them to be the best learner possible. In cases where social, mental & emotional needs are the main barrier to learning- the school may wish to seek advise from external professionals. We will require parental consent if we wish to refer to external professionals for supporting a child within school.
- 2.4 We praise and reward children for good behaviour in a variety of ways:
  - Verbal praise – for example 'Well done for showing super listening...'



- Non-verbal praise- giving a thumbs up
  - Moving up on the reward chart (the caterpillar) for outstanding behaviour choices or learning.
  - Special stickers
  - Nominating children for good behaviour/learning for special person in celebration assemblies
- 2.5 At times, children may be moved down the caterpillar if they have struggled to follow the golden rules. Before children are moved down the caterpillar they will receive 2 warnings to prompt them to turn their behaviour around. When children are moved down the caterpillar, they are encourage to visit the reflection area to reflect on their behaviour choices and think about how to turn their behaviour around. When children have made good efforts to change their behaviour- they are moved back up on the caterpillar. If children have been moved down the caterpillar more than 3 times in a week- the class teacher and principal will notify parents/carers. At the Croft we are strong believers that every day is a fresh start- so every day all of the children start on the second from bottom section of the caterpillar.
- 2.6 Children are moved down the caterpillar if they are struggling to follow our golden rules and therefore taking away children’s rights to be safe, to be respected and to learn. Some of these behaviours include:
- Calling out
  - Showing unkind hands or feet to others or property
  - Using unkind words
  - Struggling to show good learning behaviours- good listening, looking and sitting
- 2.7 Children will be reminded to sit next to other children that will enable them to be a good listener/learner. At times, if children struggle to show good learning behaviours could be asked to move to a better place or complete their learning on their own or in another classroom.
- 2.8 If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is given a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.9 At the Croft we acknowledge all the efforts and achievements of children, both in and out of school. During celebration assemblies on Fridays, out of school achievements are celebrated amongst the whole school.
- 2.10 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. 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. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils.

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



- 3.1 It is the responsibility of the class teacher to ensure that the school rules are implemented in their class, and that their class behaves in a responsible manner during learning time.
- 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 Our class teachers treat each child fairly and implement the classroom code consistently. Our teachers treat all children in their class with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all 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 principal.
- 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 LEA behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4. The role of the executive principal**

- 4.1 It is the responsibility of the executive principal, under the School Standards and Framework Act 1998, to ensure that the principals and staff 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 executive principal to ensure the health, safety and welfare of all children in the school.
- 4.2 The principal supports the staff and the executives by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The principal keeps records of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the executive principals
- 4.4 The executive principal is the only person who 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 principal may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

#### **5. The role of parents/carers**

- 5.1 At the Croft we work collaboratively with all parents/carers, to enable a positive working relationship to ensure children understand their good behaviour choices are followed at home and school.
- 5.2 We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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.
- 5.3 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 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 behaviour, and of reviewing their effectiveness.
- 6.2 The principal has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the executive principals about particular disciplinary issues. The executive principals must take this into account when making decisions about matters of behaviour.

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

- 7.1 Only the executive principal has the power to exclude a pupil from school. The executive principals may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The executive principals may also exclude a pupil permanently. It is also possible for the executive principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the executive principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the principal makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3 The executive principal informs the LEA 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 executive principal.
- 7.5 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.
- 7.6 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 LA, and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the executive principal and principal of that setting must comply with this ruling.

## **8. Monitoring**

- 8.1 The principals and the executive principals monitor the effectiveness of this policy on a regular basis. The executive principals also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 Each school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The principal records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book .
- 8.3 The executive principals keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.



8.4 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. Review**

9.1 The governing body reviews this policy every two years. They 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.