



Crown Lane Primary School

Behaviour Policy & Practice

The Behaviour Policy must support the beliefs and the values of the school. Crown Lane Primary School has the following beliefs and values:

- We all work together.
- We create a learning environment where achievement and success for all is valued.
- We value and embrace the diversity of the school community and support individual needs.
- We value a community that is safe and secure, where everybody is treated fairly and with respect.
- All children, staff and parents/carers feel that they are known and where they feel proud to belong.
- We foster positive links with our local community.

IMPLEMENTATION OF THE POLICY

The Behaviour Policy should enable children to:

- Be responsible for their own behaviour
- Show respect to everyone
- Respond to instructions in a positive way
- Know that there are acceptable ways of resolving problems

School Rules

Rules will provide everybody in our school community with a clear understanding of the school's expectations for behaviour. This applies to all children in school, on trips, during school activities and whilst coming to and going home from school.

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- We treat each other politely and with consideration
- We take responsibility for our learning
- We move safely in, around, to and from school
- We wear our school uniform with pride
- We respect our equipment and environment

The children themselves, led by school council, create an agreed code of conduct. This is displayed around the school.

Classroom rules

Every class will have its own rules, based on the school ethos, to be discussed and agreed by the children and displayed in the classroom. The class teacher should ensure that new pupils understand the class rules.

Rewards

1. Use of praise and positive comments to children.
2. Stickers given to children as a reward for doing really well in their learning or behaviour.
Stickers can be given out by all staff to reward children in class, at play, at lunch time in assembly etc.
Children will collect stickers on a card.



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3. Certificates will be given to children in the weekly Celebration Assembly when they have collected 25/50/75 and 100 stickers. Letters are then sent to parents/carers informing them of their child's achievement.
4. In addition to sticker certificates, the Celebration Assembly will celebrate the achievements of children during the week. Two children from each class, will be given a certificate presented in front of the whole school. Certificates should be filled out by class teachers and given to The Headteacher before 9.00 on Fridays.
5. A whole class awards system should be established in each class. This could be linked to topics or be as simple as marbles in a jar. It should be used to reward the whole class for effort and achievement during lessons, when the class are lining up or moving around the school or when other teachers are taking the class. When this is completed the whole class should be rewarded with a treat of their choice, such as party, pizza, bowling, cinema trip etc.
6. "Certificates of Excellence" are given out at the end of the autumn, spring and summer term to two pupils in each class whose attitude to learning and behaviour has been exemplary.

Sanctions

1. Sometimes a look or a glance is enough to show a child that their inappropriate behaviour has been noted and that you wish them to stop. This is the best method when dealing with a situation, because it does not focus other children's behaviour on anything negative.
2. Children should be given a verbal warning and where possible this will instruct the child in a positive way what we expect them to do, rather than telling them what they are doing wrong.
3. In the classroom, if a second verbal warning needs to be given then the child's name is moved into the green Traffic Light which gives a visual warning.
4. If behaviour continues then the child's name would be moved to the amber Traffic Light, which means the child needs a Time-Out either internally within the classroom to an appropriate Time-out area, or to another class for a short time. This may be for the duration of the learning session, if so, children should be sent with an appropriate learning activity.
5. If a time out has not modified the child's behaviour, then their name is put into the red Traffic Light which means the child will have to attend lunchtime detention. Teachers should ensure that the name of children sent to detention is in the Detention Folder before lunchtime.
6. In some instances, the child may be kept in to repeat work or complete work which is unfinished as a result of poor behaviour.
7. The Deputy Headteacher for Inclusion will monitor the detention Folder. This information will be shared at regular meetings with the Senior Leadership Team (SLT).
8. A member of the Senior Leadership Team will meet with the child and parent/carer if further support is needed.
9. Exclusions are used rarely. This maybe an internal exclusion within school or a fixed term exclusion from school. In these situations, it is important that all steps that have been carried out are recorded and there is a clear plan for the reintegration of the child. This should include a meeting with the parents.



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There are inevitably times when the severity of a situation will call for these procedures to be bypassed and possibly moving straight to involvement of SLT e.g. incidents such as fights, bullying, vandalism, racist and foul language, inappropriate use of social media and deliberate misuse of the school's internet devices.

What happens during Detention?

During detention children will write a restorative letter to whoever is concerned, e.g. an adult/child/class. A copy of this will be given to the class teacher to enable them to give the child time to read their letter to whoever is concerned.

If the child receives 2 Detentions in one term (1/2 term), a letter will go to their parent/carer informing them that if they get another one they will be required to come into school for a meeting.

Following this, if the child gets another Detention in that half term, parents/carers will be requested to attend a meeting with their child. *They will be informed that their child will be in internal isolation until this takes place.*

If after the meeting, a child persistently presents with behavioural difficulties which impacts on their learning, then a meeting could be set up with the Class Teacher, Parent and school SENCO to discuss concerns and possibly to determine whether there should be an assessment from an outside agency.

Behaviour Management within the Classroom

Failure to comply with class rules can result in the child and class peers concerned failing to achieve their full potential.

Possible strategies to bring about positive behaviour include:

- Speaking quietly to the child alone
- Moving the child to another table
- Reinforcing positive behaviour with praise and rewards
- Recognition of good behaviour, effort, helpfulness etc... to the child and others
- Informing or discussing with parents/carers at the end of the day as appropriate

Exclusions

Crown Lane Primary School avoids excluding pupils from school wherever alternatives can be made. Children can be excluded from school for a fixed term for the following reasons:

- Fighting
- Physical abuse or swearing towards an adult
- Persistent disregard of school rules
- Any behaviour that could endanger themselves or others
- Repeated disruption of learning

Involvement in any of the above can result in the parent being contacted as soon as possible. The parent will be expected to collect the child from school. If the parent cannot be contacted, the child will be placed in internal exclusion with supervision until the parent/carer arrives. This may result in a further day's exclusion, depending upon the misdemeanour.

Pastoral Support Plans (PSP) are put in place for any child who receives a second exclusion in a school year.



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It may be necessary, on very rare occasions, to sanction a permanent exclusion.

Searching Pupils and confiscating items

In certain circumstances teachers may search pupils for items which they may possess, that could cause harm to themselves or others. This may include images stored on phones. In addition pupils may be searched for items which are stolen or believed to be stolen.

Physical Restraint

Physical restraint will only be used in exceptional circumstances following DFCS guidance. (See the Physical Restraint Policy).

Playground Behaviour

Children are given playtime in the morning and at lunchtime with the children in KS1 and Foundation having an afternoon play in addition. Due to limited space, these playtimes are staggered to ensure children are safe.

Children are expected to play safely and enjoy their free time. Equipment is provided during lunchtime play.

Peer Mediation

Peer Mediators (Year 5 and 6) are available in the playgrounds during lunchtime Key Stage 2 play. The mediators have been trained and know how to listen to others and how to manage other people's anger. They are available for children who want to resolve a problem that has occurred between themselves and others. The Peer Mediators wear black or yellow sweatshirts so that they are easily recognisable.

Parental Involvement

The school believes teachers, children and parents must work together so that the children benefit from their time in school.

Any concern for a child will be discussed with the parents at the earliest opportunity. This may be in the form of an informal conversation at the end of the school day.

School staff will deal with incidents that occur in school. If parents hear of an incident that has occurred in school that they believe has not been dealt with, they should contact their child's teacher. Parents must never approach children from other families, as this causes distress to the child and family and may exacerbate the situation.

All adults will be expected to behave appropriately whilst on school premises and to support the school behaviour policy.

Approved by Chair of Governors: _____

Headteacher: _____