

BEHAVIOUR AND DISCIPLINE POLICY

# Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, LA officers and inspectors.

This policy was drawn up through a process of consultation with teachers and non-teaching staff.

 Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. Following the introduction of the national curriculum in September 2014 we have written our own personalised PSHE (Personal, social and health education) curriculum which addresses the needs of our pupils. There are three main areas of study and is taught progressively throughout school. These areas are:

|  |  |  |
| --- | --- | --- |
| Autumn**Healthy Bodies, Healthy Minds**Health and Well BeingDrug and Alcohol Education | Spring**Friendships, Feelings and Relationships**Feelings and RelationshipsFriendship/Sex and Relationships | Summer**Our World, Our Money**Living in the Wider WorldSafety and Financial Capability |

We will work in partnership with parents and carers to help our pupils to become well-adjusted, responsible citizens able to form and maintain healthy relationships.

**EQUAL OPPORTUNITIES**

Crookhill Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

# Special Educational Needs

# The policy also recognises that pupils with special educational needs may require a flexible and sensitive approach. The behaviour policy will be applied paying attention to the pupils’ individual needs. Reasonable adjustments may be made where appropriate. In some circumstances, it may be necessary to agree a behaviour plan or seek advice from the Behaviour Support or SEN Service.

# Rationale

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement.

**RIGHTS AND RESPONSIBILITIES**

At Crookhill Primary School we all have **RIGHTS**

* The right to be happy
* The right to learn
* The right to be safe
* The right to be valued

At Crookhill Primary School we all have **RESPONSIBILITIES**

* To arrive at school on time
* To dress appropriately in school uniform
* To come prepared for the day
* To follow the school rules

The rights and responsibilities are the starting point for all rules in the school.

## Aims of the Behaviour and Discipline Policy

* To fulfil all legal requirements
* To provide an orderly, fair, consistent and safe environment for all
* To provide an environment where effective teaching and learning can take place
* To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
* To develop a whole school approach to behaviour

## Pupils need

* Regular, punctual attendance
* To access a safe, stimulating environment
* To feel valued
* To be offered an appropriate, well- balanced curriculum with realistic expectations
* To have good role models
* To develop an understanding of right and wrong

## Parents need

* To feel confident that school will communicate and refer to other agencies
* To know that their children are safe and are going to be treated fairly
* To be welcomed into school as partners in their children’s education
* To be well informed and involved with their child’s life in school
* To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school
* To ensure children are at school on time

**Teachers need**

* To be good role models (follow staff code of conduct)
* To be able to teach without disruption
* To be supported by a clear and consistent implementation of the behaviour policy
* To work in partnership with parents
* To be supported by school staff, governors and other agencies
* To be valued, consulted and informed

## Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:-

* PSHEC curriculum
* Effective Buddy System
* Promoting learning muscles
* Celebrating achievement, recognising social progress
* Circle Time
* Support and training for parents
* Links with the community

## Desired Behaviour/Expectations

To follow school rules:

* Always try to do your best
* Never give up
* Be polite and show good manners
* Keep your hands, feet and objects to

yourself

* Wear your uniform with pride
* Always be ready to learn
* Take care of each other
* KS1 Yard Rules (Quiet play area) – see appendix 1
* KS2 Yard Rules (Active play area) – see appendix 2

## Rewards

PRINCIPLES

* A consistent whole-school approach to reinforce and maintain high standards of behaviour
* Opportunities to reward, celebrate or reinforce good behaviour (eg assemblies)
* A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour (eg housepoints, Head Teacher awards)
* Emphasis on rewarding positive behaviour

**STRATEGIES/REWARDS**

Pupils are rewarded and praised for:

**Success, attitude, achievement, effort, good contributions, manners, respect**

* Praise, star charts, stickers
* House points
* Parents informed – Marvellous Me, verbally, Reception emails, parent consultations
* Given responsibility
* Class targets, house team of the week
* Learning Muscle stickers
* Points will be awarded in class and totalled each week and a running score is to be kept each celebration assembly. 2 children from each class receive a star award each week linked to growth mindset and learning muscles in school). The winning house overall for the academic year is rewarded with an activity/trip.

## Behaviours to be discouraged

* Lack of respect
* Poor attitude
* Repeated non-compliance with school rules
* Bullying; physical and verbal
* Violence of any kind
* Racial or verbal abuse
* Swearing
* Attempting to abscond, run out of school
* Destruction of property/equipment
* Stealing
* Telling lies, blaming others
* Persistent disruption of lessons
* Refusal/non-compliance
* Poor punctuality to lessons
* Defiance
* Bad behaviour in school playground

## Sanctions

PRINCIPLES

* Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response – See Appendix 3
* When pupils choose not to follow school rules, sanctions should be consistently applied
* Sanctions will fit and will be clearly explained to the pupil
* The system will not damage relationships
* Sanctions will make a clear distinction between minor and more serious offences
* Sanctions will be flexible enough to take SEN into consideration
* The punishment of the whole group should be discouraged
* Staff will always consider the severity and frequency of the negative behaviour when applying the policy

TEACHER ACTIONS/SANCTIONS

1. Verbal warning - name put on display on classroom wall/board and recorded on class behaviour chart. If a pupil receives verbal warnings on 3 consecutive days the Head Teacher is informed.

2. Yellow card - name put on display on classroom wall/board and recorded on class behaviour chart and on CPOMs. If a pupil receives 3 yellow cards in a two week period, the Head Teacher will take appropriate action taken (discussion with child, yellow letter or discussion with parents)

3. Red card – name put on display on classroom wall/board and recorded on the class behaviour chart and on CPOMs. The pupil is sent to the Head Teacher (or Key Stage Assistant Head).

4. Children put on a yellow or red card must have their name and behaviour reported on CPOMs. This alerts the Senior Leadership Team and patterns of behaviour can be monitored and follow up actions recorded. When a child receives a red card, the Head Teacher (or Assistant Head) must be informed who will then report on any actions or follow up. If a red card is issued, parents will be contacted to discuss the incident and a red letter will be issued

Children who are given a red card must go to the next class to copy out the school rules to reinforce them and complete work. They could also be provided with a homework task where deemed appropriate by the member of staff.

MONITORING

Class behaviour charts are collected every half term by the Head Teacher. The Head Teacher also conducts behaviour ‘drop ins’ to check class behaviour charts. Patterns of behaviour are monitored on CPOMs and from behaviour charts. Continued poor behaviour (after a red card has been given/ if a regular pattern of warnings, yellow/red cards has been noted) then the child is sent to the Head Teacher and parents are contacted to discuss behaviour.

It is equally important to recognise improvements in behaviour when monitoring patterns. Pupils will be praised for improving and maintaining good behaviour and will be rewarded as set out in the Rewards section above.

PLAYGROUND RULES – follow procedure above

1. Verbal warning

2. Yellow card - stand with member of staff

3. Red card – sent to Head Teacher/Assistant Head

4. Class teacher informed

5. At lunchtimes – verbal warnings, yellow and red cards are recorded on the playground behaviour chart. This must be brought in at the end of every lunchtime.

6. Yellow cards must be recorded on CPOMs by the class teacher, red cards recorded by the member of staff who dealt with the incident.

## AFTER SCHOOL CLUBS

## The behaviour and discipline policy applies to children taking part in after school activities. Any child receiving a red card at an after school club will not be allowed to attend the club the following week. Continued poor behaviour at a club will result in a child losing the privilege of attending an after school activity.

### Exclusions

* Exclusions guidance is based upon current Gateshead Council and DfE guidance and current legislation, which sets out responsibility of Head Teacher, governing body and the LA.
* Exclusions will not be used if there are alternative solutions available
* Only the Head Teacher, or the Deputy Head Teacher, in the absence of the Head Teacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter.
* Detailed records of incidents are kept and exclusions reviewed by governing bodies.
* Exclusions will only be used for serious breaches of school policy
* As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking.
* Parents will be required to attend a re-integration meeting upon the child’s return to school.
* If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

### Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

**Positive Handling – the Use of Reasonable Force**

Positive handling is limited to emergency situations and used only as a last resort. Reasonable force can only be used to prevent a pupil from:

* causing injury to themselves or others;
* causing serious damage to the property;
* seriously prejudicing discipline and good order in school;
* absconding from the site.

Restraint will be in line with school policy and guidelines. Staff trained in Team Teach restraint techniques are: Miss McCormack, Mrs E Smith, Mrs Adams and Mrs Smeatham.

See Positive Handling Policy for full details.

## School Policies

This behaviour Policy should operate in conjunction with policies for

* Equal opportunities
* Positive Handling
* Anti-bullying
* Safeguarding and Child protection
* SEN
* Home school agreement

#### Reviewed and agreed:

January 2020

**APPENDIX 1**

**Key Stage 1 Playground Rules**

**Quiet Play Area**

**Play games where no-one gets hurt**

**Play on the yard only**

**Always put the equipment back in the box when you are finished**

**You must ask the teacher if you want to go for a drink or to the toilet**

**Stop on the first whistle and line up on the second whistle**

**Stand quietly in the line and wait to go into school**

**Ball games to be kept to the marked areas**

**Rewards**

**Praise, house points and stickers**

**Teacher Actions**

**Verbal warning**

**Yellow card - Stand with adult**

**Red card – sent to Head or Assistant Head Teacher**

**Inform class teacher and record on behaviour chart**

**APPENDIX 2**

**Key Stage 2 Playground Rules**

**Play games where no-one gets hurt**

**Play on the yard only**

**Always put the equipment back in the box when you are finished**

**You must ask the teacher if you want to go for a drink or to the toilet or into school for any reason**

**Stop on the first whistle and line up on the second whistle**

**Stand quietly in the line and wait to go into school**

**Football games to be kept to the marked area and follow the set year group timetable**

**Rewards**

**Praise, house points and stickers**

**Teacher Actions**

**Verbal warning**

**Yellow card - Stand with adult**

**Red card – sent to Head or Assistant Head Teacher**

**Inform class teacher and record on behaviour chart**

**Appendix 3**

|  |  |
| --- | --- |
| **Behaviour level** | **Examples**  |
| **Verbal Warning** refers to low level negative behaviour | Poor attitude, fidgeting / fiddling, shouting out, failing to keep on task, leaving desks, unkind remarks, time wasting, running in corridors, pushing in line, distracting others |
| **Yellow Card** refers to more serious negative behaviours or failing to stop after a verbal warning is given | Continued behaviour as aboveSerious negative behaviourThreatening / Aggressive behaviour, refusal to co-operate, lack of respect or disregard for authority, telling lies/blaming others |
| **Red Card** refers to the most serious types of negative behaviour or failing to stop after a verbal warning is given | Continued behaviour as aboveMost serious negative behaviourAny form of discrimination/hate - racism, sexual, gender, ethnic \*Bullying\*\*Any violent behaviour with intent to hurt another person. Swearing, spitting at others, destruction of equipment/property, stealing, continued defiance |

**\*For all Hate Incidents, please fill in a Hate Incident Reporting Form**

**\*\* Bullying – see Anti-bullying policy also**

**APPENDIX 4**

**YELLOW CARD LETTER**

Dear ………..

I am sorry to inform you that ………………………………… has received 3 yellow cards for poor behaviour.

*Outline of incident and actions taken*

At Crookhill Primary School, we expect high standards of behaviour from all of our pupils and take any incidents of poor behaviour very seriously. I would appreciate your support in this matter and ask you to discuss this matter with ………….. and the importance of good behaviour at school.

*If you wish to discuss the matter further, please contact school for an appointment.*

Yours sincerely

Miss K. McCormack

**APPENDIX 5**

**RED CARD LETTER**

Dear ………..

I am sorry to inform you that ………………………………… has been in trouble at school today.

*Outline of incident and actions taken*

At Crookhill Primary School, we expect high standards of behaviour from all of our pupils and take any incidents of poor behaviour very seriously. I would appreciate your support in this matter and ask you to discuss the incident with ………….. and the importance of good behaviour at school.

*I would like to discuss this matter further with you and invite you to a meeting on ………………..*

*If you wish to discuss the matter further, please contact school for an appointment.*

Yours sincerely

Miss K. McCormack