



# BEHAVIOUR

DOCUMENT HISTORY	
CREATED / REVISED:	March 16/September 17/May 18/Nov 18/Jan 19
BY:	SLT
REVIEW DETAILS:	
<b>REVIEW DATE:</b>	September 2019
APPROVED BY GOVERNING BODY:	January 2019

CROOKSBARN PRIMARY SCHOOLBEHAVIOUR POLICYIntroduction

# “This is what we do here”.

This policy has been revised in accordance with latest guidance from the DFE. The key points of this are as follows:

**Key points**

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

**Please see ‘Behaviour and discipline in Schools’ (DFE 2016) for further information.**

**Crooksbarn Primary School Behaviour Policy**

This policy has been revised and rewritten in consultation with staff and governors and is based upon a model of visible consistency and collaborative agreements with all staff. We believe that the behavior of all of the adults in school is paramount to the success of this and the best way of doing this is to use a restorative approach. For this policy to work it must be a team effort, therefore consistency is vital.

At Crooksbarn the well-being of our children is central to all that we do. We try to provide a pleasant, caring, stimulating and secure environment in which both children and adults can interact positively and comfortably together, creating firm relationships and promoting high self-esteem. We want our children to enjoy being a part of Crooksbarn, to take pride in their school, to experience fulfillment and satisfaction in their learning and friendships. We wish them, ultimately, to become well-balanced adults able to contribute to the community in which they live.

We encourage our parents to play their part in their child’s education, to work in partnership with us to help their child towards a better future.

We strive to offer our children the highest quality education – our aim is excellence in both teaching and learning. To achieve this end we must be clear and consistent in our whole school approach to:-

**Self Esteem**

Each child’s self-concept is made of his/her strengths, fears, likes, dislikes, happy and traumatic experiences. Since children must value themselves before they can relate positively to one another and become self-determining and effective learners, it is vitally important that we promote an intrinsic feeling of self-worth in all our children. We can do this by:-

- Valuing each child’s individuality;
- Believing that children are capable of making choices, accepting responsibility and acting accordingly;
- Providing opportunities for success;
- Viewing success in terms of personal progression rather than being in competition with others;
- Praising achievements;
- Promoting the acceptance of others;

- Clearly demonstrating that we value their work;
- Building into the curriculum activities which develop the child's ability to express his/her feelings, through the sharing circle, co-operative games and Drama.

### **Physical Environment**

Attractive, comfortable well-resourced and well managed classrooms encourage children to want to be there and to help care for them to keep them attractive. **It matters how our school looks.** Displays of children's work show the children that we value it highly. Tidy and accessible resources demonstrate that children are trusted to organise themselves for work and that they know how to use and care for things.

### **Classroom Management**

Children must know what they are doing and why. Their work must be matched to their ability so that success is possible for all, rather than just a few. Classroom rules are devised by the children themselves to ensure standards of behaviour. The rules should be a few in number, prominently displayed and referred to often. We must all set high standards, praise quickly and consistently – looking out for and rewarding good behaviour. We must be firm, fair and supportive. We need to know our children as individuals, to be active listeners, to refer to the behaviour rather than the child. We need to maintain a positive and consistent self-image ourselves. This will help us make an informed decision on which way to go and how to deal with specific children and their individual needs.

### **Working with Parents**

Time spent establishing good home-school relationships is invaluable in maintaining positive attitudes towards behaviour and learning. Involving parents in their child's education significantly improves the academic attainment and reduces the likelihood of an onset of inappropriate behaviour.

We can:-

- Encourage parents to visit school often, not just when there's a problem;
- Offer guidance on how they can support their child most effectively;
- Make parents feel welcome;
- Inform them when their child has been good.
- Offer support from Mrs Wilkes our PSA.

### **Talking and Listening**

Children need to be clear about what behaviours are desirable. We regularly discuss the following to reinforce their importance. Much of this can be done through PSHE.

- Keeping School rules;
- Understanding other people's point of view;
- Settling problems by calmly and patiently talking them through;
- Not jumping to conclusions;
- Treating all people with respect;
- Honesty;
- Having rights and responsibilities;
- Caring;
- Sharing

### **Assemblies**

Assemblies are a time for sharing together. The KS1 and Foundation Stage sharing assembly is a time when children can receive special praise and recognition for work, behavior or kindness.

The KS2 sharing assembly follows a similar theme; it is a time for collating and celebrating house points and for also receiving certificates. The house points system is also followed in KS1.

**Positive rewards**

At Crooksbarn we would rather praise good behaviour than have to punish bad. We take a whole school approach to praising achievement, including those children who always behave well and those who are making efforts to improve.

**Stamps/Stickers/Certificates**

These tell parents and teachers of particular achievements and could be behaviour or curriculum based. 'Star of the week' and attendance certificates are given out, with teachers using informed judgements to decide on awards.

**House Points**

The children can earn house points for:-

- Quality of work;
- An excellent piece of work
- An improving piece of work.
- Good Behaviour
- Being polite, etc.

**Dinner Supervisor's Stickers**

Dinner supervisors can award stickers for good behaviour during lunchtime and give out house points.

**Barney Stickers**

The 'Barney' is one of our methods of rewarding positive behaviour.

The 'Barney' is used by class teachers throughout school and can indicate excellent standards of work and/or behaviour by a child, or an improvement in either. Only ONE may be awarded each day.

Children transfer to a collecting chart displayed in the classroom. When a child has succeeded in gaining three 'Barnies' he/she is awarded a 'Head Teacher's Barney' that is presented by the Head Teacher at the whole school assembly on Monday Mornings. An additional award is chosen by the Head Teacher to any child who has gained nine 'Barnies' during the course of a school year.

**Ad Astra Award System**

From January 2019, we will also be using our Academy Trust system, where children can receive a certificate for support, togetherness, achievement respect or success. These will be given out in Monday whole school assemblies.

**Educational Visits/Events in School**

Educational visits and visits by theatre groups/artists etc. into school are also used as positive rewards. When they are available to only a limited number anyway, we select children according to whether they deserve a special opportunity and will gain from experience. Great care is taken to ensure a fair spread of these treats. Much is made of the fact that these opportunities are a reward for consistently good behaviour and effort.

We believe in involving all children in school visits. However, if there is a safety issue then we may revise this on a case by case basis. If a child is excluded from taking part we must be very clear, about why they have been excluded and about how they can remedy the situation for another time. This applies for sporting events also. We do however believe in giving each child an opportunity to take part as much as possible and these events may be used as parts of specific behaviour support plans to give children a goal or target. We do not believe in punishing over and over again for the same incident.

**Meet and Greet**

How learners enter school is key. In KS2 from October 2018, Y5/6 teachers began a successful trial period, of shaking the hand and greeting pupils verbally as they enter school from their line outside. This means the day starts on a positive note, pupils feel secure, staff can pick up early on any issues

and a culture of 'Deliberate botheredness' (Dix 2018) begins to be embedded. This has now been adopted throughout school and children are verbally greeted from Nursery onwards

### **Sanctions and Procedures**

These procedures must be a two-way process and opportunities for a restorative approach must be taken at all times. Follow up and consistency is key. It is **not** our policy to escalate incidents quickly and systematically pass behaviour up the line to the next teacher. If someone else is always dealing with the poor behaviour, we cannot expect the changes that need to happen in the classroom to take place.

### **Warning Procedure**

We use a firm, clear warning procedure throughout school. There should only be three warnings and they must include specific consequences of continuing misbehaviour. The following sanctions are to be used consistently by all staff. However, staff must be aware that we have groups of vulnerable/SEN children in school with specific care/behaviour plans. While we strive for consistency staff must be sympathetic towards the individual needs of pupils and take a 'best fit' approach when dealing with some situations. Remember, praise publicly and warn quietly. Quite often a word in the ear is more effective than shouting. The following key phrases should be used:

***"This is what we do here"***.

***"Thank you for going above and beyond"***.

### **In Early Years and KS1, the following procedures are followed:**

- Give the child 2-3 warnings.
- Younger children often don't understand what we expect of them so they may require more warnings and explanations.
- If necessary 'thinking time' (time out) for 2-3 minutes.
- In some instances, the Team Leader and HT would be informed.

### **In KS2, the following procedures are followed:**

- A clear verbal warning regarding any inappropriate behaviour.
- If behaviour continues, time out within phase group.
- If child returns and behaviour continues and further warnings are ignored, the child may need to work elsewhere for a period of time until a restorative conversation can take place.
- If this is unsuccessful then Team Leader/HT/Parent may be involved.

### **Exclusion**

Only the Governing Body in consultation with the Head Teacher may exclude a child from school. The exclusion must be a 'fixed term' or permanent.

At Crooksbarn serious and continuous incidents may result in exclusions. Parents are contacted and the length and reason for the exclusion are clearly expressed in a letter. At the end of the period of exclusion the parents must bring the child and discuss with the Head Teacher terms and conditions for re-entry.

Fixed-term exclusions may also be used where deliberate flouting of school rules is involved or where a temporary removal is required in the interests of good discipline or safety.

A permanent exclusion is appropriate when we feel that, as a school, we can no longer provide for the child's needs or safety or be reasonably expected to cope with his/her behaviour.

### **Lunchtime Procedures**

Lining up is done in class groups, with a rolling programme which ensures every class has a turn to be first in for dinners. Staff may ask children to 'shadow' them for 5 minutes if a child has misbehaved and then allow them to rejoin the other pupils, or use 'time out' systems as outlined in the classroom

guidance. Lunchtime staff are encouraged to deal with situations themselves, but should any serious problems arise which the supervisors feel unable to manage, then teaching staff may be approached to assist or advise at any time. Sometimes waiting until the end of the lunch break is too long and can make dealing with the incident more difficult.

### **Wet Lunch Times**

During Wet lunch times the children have access to the same activities specified for wet breaks. They stay in their own classroom and are supervised by the Lunchtime Supervisory Assistants.

Children are expected to behave appropriately at all times (this includes speaking politely to lunchtime supervisors.)

The supervisors are encouraged to play games with the children and keep them meaningfully occupied. Again, Lunchtime staff are encouraged to deal with situations themselves, but should any serious problems arise which the supervisors feel unable to manage, then teaching staff may be approached to assist or advise at any time.

### **Bullying**

See the Anti-Bullying Policy.

### **Violence to Staff**

#### **Force or control to restrain**

The head teacher and teachers can use reasonable force to restrain pupils if

- There is danger of them hurting themselves or others
- They are committing criminal offence
- They are causing damage to property
- They are refusing to comply with the school rules.

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children.

All staff members may undertake pupil searches. Teachers can instruct pupils to empty their pockets and belongings.

Where there is potential danger or risk to the personal safety of teachers or pupils the police should be called.

All members of staff are aware of the regulations regarding the use of force by teachers. Key staff have completed the Team Teach Programme which is nationally recognised, on the correct handling of children.

Stockton Borough Council has adopted the following definition of violence:-

- a. Physical Assault with or without a weapon resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations, hair pulling or more serious injury.
- b. Physical Abuse attempted assault with or without a weapon which did not result in actual physical harm to the member of staff.
- c. Sexual Assault resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations or more serious injury.
- d. Sexual abuse sexual harassment or other forms of inappropriate sexual behaviour which did not result in actual physical harm to the member of staff.

- e. Threats verbal or written, or by actions to the person or to property, or both.
- f. Property Damage or Thefts of the property of the member of staff, including leased cars as personal property.
- g. Other any form of physical (including sexual) assault or psychological abuse, or threats not contained in the above, which the member of staff considers to have sufficiently serious to warrant concern.

### **Action to be taken immediately after an assault or as allegation of assault**

- 1 The member of staff concerned should report the incident to the Head Teacher as soon as is practicable, and should also contact his/her union representative.
- 2 All details should be added to CPOMs.
- 3 The form 'Corporate Assault' should be completed and handed to Mr Twiby or Mrs Hoffman.
- 4 If any implement is used in the attack on a member of staff it should be retained.
- 5 The Head Teacher, acting on behalf of and with the consent of the victim, should inform the police of any incident of assault which occurs, whilst carrying out or in connection with official duties.

All incidents of verbal and written threats are to be reported to HT/DHT immediately and logged on CPOMs.

### **Crooksbarn Primary School Rules**

#### **All pupils must be: Ready, Respectful and Safe**

What this means:

Always treat everyone with kindness and respect  
Always be honest  
Always take responsibility for your actions  
Always be careful with school property  
Always keep the school environment clean and tidy

#### **GUIDELINES ON PHYSICAL CONTACT WITH A PUPIL**

##### **Generally**

- It is better to defuse than intervene.
- Use Team Teach then everyone knows the same drill.
- Use the red card system, which is an alarm call for help.
- Talk over episodes together, find out what you think might have been a good response in difficult situations. Establish a culture of openness. It is unprofessional not to report incidents.

**On breaking up a fight**

- Get rid of non-combatants; violence thrives on witnesses.
- Don't put yourself at risk; alert colleagues, enlist their help.
- Assess a situation first.
- Be calm, don't take it personally.
- Use verbal intervention first.

**On misuse of Dangerous materials**

- Minimise the number of people who may be affected. Protect yourself as much as possible.

**On Vandalism**

- Identify the perpetrators; consider whether the police could then deal with them better.

**On stopping a pupil absconding**

- If you stop a pupil leaving the premises, think what you do next. Use your judgement to guide them back into the building or choose to stay outside. The safety of the safety of the other children is just as important. Remember that the site is secure.

**GUIDELINES ON PHYSICAL CONTACT WITH A PUPIL****WHAT THE DFE GUIDANCE SAYS****Application of force allowed where staff may need to**

- Physically interpose between pupils
- Block a pupil's path
- Hold (but never round the neck or collar)
- Push
- Pull
- Lead a pupil by the hand or arm
- Shepherd a pupil away by placing your hand in the centre of the back
- In extreme cases (such as self-defence) more restrictive holds

But you should not act in a way that might reasonably be expected to cause injury

- Hold round the neck
- Restrict a pupil's ability to breathe
- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by hair or ear
- Hold face down on the ground
- Nor should you touch in a way that might be considered indecent

### **Power to use reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

### **Pupils' conduct outside the school gates – teachers' powers**

#### **What the law allows:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Only SLT may carry out or authorise searches and must do so within the DFE guidance "Screening, security and confiscation".

### **Confiscation of inappropriate items**

#### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item. This is a decision for the Headteacher.

2) **Power to search without consent** for "prohibited items" including:

knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or pornographic images.

Also, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, or any item banned by the school rules which has been identified in the rules as an item which may be searched for.

*Ultimately, School will follow the guidelines in 'Behaviour and discipline in schools' and 'Use of reasonable force-advice for school leaders, staff and governing bodies'. (DFE 2016).*