

CROWMARSH GIFFORD C. E. SCHOOL



BEHAVIOUR POLICY

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Linked to Articles 2, 3, 23 from the United Nations Convention on the Rights of the Child: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Aims of the Policy

- To promote positive behaviour and attitudes within our school.
- To enable children to feel safe, secure and happy.
- To provide a calm and caring environment, where children can work hard and do well.
- To show children that we value good behaviour and reward it.
- To ensure that all adults manage behaviour in a consistent and calm way.
- To outline the school rules and for everyone to understand what happens when things go wrong.
- To promote and develop self-esteem.
- To involve children, parents and staff working as a team.

Crowmarsh has three simple rules that the children have helped us determine.

1. Always be a leader
2. Model our school values and,
3. Be Kind

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that these rules are followed in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and should constantly remind children of their responsibilities and the rules for behaviour. The teachers treat all children in their classes with respect and understanding.

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. 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. The class teacher records minor classroom incidents. These records, along with any records from Yellow and Red Cards, form the analysis of behaviour across the school and may be reviewed in Full Governing Body meetings.

The Role of the Headteacher

It is the responsibility of the Head teacher to 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 head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour. These may be reviewed in FGB meetings. The head teacher 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 head

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teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate 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 if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher, and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governors

The governing body has the responsibility of setting down a Governors' Statement of General Principles with regards to behaviour. The governors support the head teacher in adhering to these guidelines.

Governors' Statement of General Principles for Behaviour

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- expect pupils to have respect for themselves, for their peers and for adults;
- expect pupils to have a respect for the rights of others, including teachers;
- expect pupils to have a respect for the property of others, including the school;
- expect pupils to be accountable for their own behaviour;
- expect self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place significant importance on reinforcing positive behaviour rather than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

These general principles can also be summarised as:

Always be a leader, Model our School Values and Be Kind.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Rewarding Positive Behaviour

As members of staff we believe verbal praise is very effective and the best means of getting children to do well and achieve their potential. Therefore we are fully committed to verbally praising the children for any positive behaviour shown as much as possible. However, we also use a range of further strategies.

To Promote Excellent Work We Use the Following:

Stickers: may be given by all staff for demonstrating that they are 'purple learners' or 'being the best they can be.' When a child is a 'purple learner' it means that they have challenged themselves, showing resilience and the confidence to 'give things a go.' Children may also receive a 'manners' sticker for demonstrating excellent courtesy around school.

Learners of the Week: class awards where children are praised in Friday's collective worship for modelling 'purple learning'.

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Notes/Phone Calls Home: children may often bring notes home/receive phone calls or parents may receive postcards home highlighting how their child has 'been the best they can be,' or demonstrated that they were 'purple learners.'

Headteacher's Values Award: Presented to children at the end of every small term, from across the school who have consistently demonstrated the school values and go over and above expectations. These children also have hot chocolate with the headteacher as a special reward.

We believe that when children are engaged and excited by the curriculum and teaching, they will display consistently outstanding behaviour. Teachers in class deal with behaviour using their own systems however, all teachers focus on the positive to manage whole class behaviour.

Time Out: We are an inclusive school but for the benefit of the members of class we do not tolerate disruptive behaviour as it can affect the outcomes of all the other pupils. In such cases, Time Out can be a valuable strategy and may be used for any individual child, especially in the younger years when a disruption of the class has occurred. Time out may be necessary in the classroom or on the playground for specific incidents to give the child some calming down time, thinking time or rest time. This will be used to prevent a situation from getting worse and to enable the child to calm down and to have time to make the right decisions.

Yellow Card: If a child receives 3 time-outs, they may be given a yellow card and sent to the headteacher's office. A yellow card will also be given immediately for any of the following behaviours: Ignoring any adult's instructions, disrespecting adults, breaking school values, deliberately misusing property, name calling, not working/participating in a group, fighting or deliberately hurting others. The child will be sent straight into the headteacher's office where they will fill in a yellow card form. This will then be sent home to the parents. (Any violent behaviours (i.e. fighting or deliberately hurting others) may be deemed a yellow or red card offence depending on the context and situation. However, all these incidents will be discussed and consulted on with SLT)

Red Card: A red card will be given immediately for any of the following behaviours: swearing, persistent bullying, abuse or racism, repeating yellow card behaviour over a two week period, theft or vandalism or planned violence. The child will be sent immediately to the headteacher's office to fill in a 'red card' letter. This will be sent home to the parents and the parents will be called into school for a meeting. Depending on the situation, the child may be excluded from class, and/or lose out on certain privileges for an extended time period. (Any violent behaviours (i.e. fighting or deliberately hurting others) may be deemed a yellow or red card offence depending on the context and situation. However, all these incidents will be discussed and consulted on with SLT)

In certain cases, where a child is being monitored for continual behaviour incidents, the SENCO will be involved and appropriate steps will be taken, such as daily notes kept by the class teacher, a home/school link book, formal observations of the child, Pastoral Support Plan and/ or involvement of outside support agencies. Parents will be consulted in these situations.

Many children who are SEN or children we have identified as needing additional support, may have a separate behaviour plan. These will be discussed with all the teachers when necessary to ensure consistency across the school when dealing with these children.

Positive Handling Procedure: On very rare occasions a pupil may have to be handled by staff for their own or others' safety and well-being. We always follow and refer to the Oxfordshire Model Positive Handling Policy for Schools (also on website). Training will happen as necessary. All incidents have to be recorded in the bound notebook kept by the headteacher. Recovery after the crisis should be with two trained personnel. Parents / carers should be informed immediately after the event. For all incidents please refer to the Oxfordshire Model Policy.

Bullying

All members of the school community are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/ carers.

At Crowmarsh Gifford School we define bullying behaviour as;

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- Intentionally hurtful - It is deliberate, unjustifiable and unprovoked behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- A repeated experience - It is persistent or repeated anti-social behaviour.
- An inequality of power - The person being bullied finds it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim.

Examples of bullying:

- Verbal bullying and cyber bullying
- Physical bullying
- Indirect bullying, e.g. spreading rumours or excluding individuals
- Psychological bullying, e.g. intimidation
- Racist taunts or gestures (All incidents are reported to county)
- Sexual
- Homophobic
- Disability

Bullying is not tolerated by children, staff or parents. Children have a right to a safe and secure environment, free from fear and intimidation. We encourage children to report any cases of bullying. Collective Worship and PSHCE lessons often address what children should do if they or their friend are being bullied. Please also refer to our separate anti-bullying policy. As a school it is very difficult to monitor the behaviour of children outside of the school gates, however, through external agencies such as the Community Support Officers, we talk to the children about their behaviour in their community. If bullying is occurring outside of school (for instance, over social media), it can be very disrupting for the children during the school day. We therefore urge all parents to discuss these issues with their children but to share any information that you think we should be aware of.

Mediation

Where there has been an issue between certain children or issues arising between the same children with some regularity, the school may consider mediation as an option. Mediation is a process where people involved in disputes work collaboratively to resolve their concerns. With the help of a neutral mediator, they first establish agreed ground rules for the process of mediation and identify the key issues by talking through the problems from all the participants' perspectives. They then decide what they would like the outcome to be. Following, an agreement is written up between all the participants involved. The mediator does not offer any solutions; it is up to the participants to resolve their issues and come to a resolution. Mediation sessions may be offered to both pupils and parents if appropriate.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. When such behaviour warrants us thinking outside of just our school behaviour policy, we will in all cases refer to the DFES 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A Guide' (DFES, 2012) found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

We refer to this guidance in any decision to exclude a child from school. Only the head teacher (or the acting head teacher) has the power to exclude a child from school.

Drug- and Alcohol-Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day it must be prescribed by a doctor. The parent or guardian should notify the school and take it directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult and witnessed. We keep a record of all medicine administered.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the

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offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. (Please also refer to our Drugs and Alcohol Policy)

Children Missing School

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. We monitor the attendance of our pupils very closely and expect children to be in school every day. Please see more about this at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

SCHOOL PROTOCOLS

Behaviour Guidelines and Expectations

We have specific rules that are enforced on the grounds of health, safety and welfare.

Food and Drink

Children may bring fruit or vegetable from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. We are a nut free school.

Children should only have water in their water bottles in the classroom. Their packed lunches may contain other fruit juice cartons. Children have regular access to water and are supplied with water bottles.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed can be given to the class teacher to take care of.

PE Kit

Appropriate clothing must be worn for all PE activity.

Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest

Outdoors:- No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).

School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled, black shoes or boots should be worn.

Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Mobile Phones

Mobile phones are not allowed to be brought in to school by children. If they are brought in (as children walk home alone) they must be handed into the office until the end of the school day.

Staff Procedures and Guidelines

- A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.
- No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be

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removed from class or refuses to go out of the classroom when asked, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

- We refer to the Oxfordshire Model Positive Handling Policy which clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

Movement in and Around School

- All movement in and around school should be purposeful.
- Staff should see that all children are suitably supervised when moving around the school.
- Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).
- Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.
- If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).
- Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.
- Children who are clearly going above and beyond, by showing due care for those around them and the highest level of manners, should be rewarded with a manners sticker (these also carry in class reward).
- Children should be reminded to walk around school and to walk 'purposefully' in public areas.
- Children should walk purposefully and quietly in corridors due to large amount of meetings and 1:1 groups working in these spaces.

Playtime Supervision

- Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.
- A minimum of three staff members are required to supervise playtimes for KS2 when all four classrooms are outside (when only three, two members will be adequate) and a minimum of two staff members for the KS1 playground.
- Supply teachers should cover the duty of absent teachers but should never be without support.
- Hot drinks should be carried around the school and the playground only in a sealed container.
- All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.
- When on duty, staff should take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.
- No area of the playground should be unseen; therefore a member of staff should stand near the Tyre Trail, by the shed, with their back to the shed and looking towards the toilets and another member of staff at the other side of the climbing frame.
- If an incident breaks out requiring adult support the hand radios should be used to call for support (if not working a child should be sent into the staffroom with the laminated orange card. This means that all adults are required immediately).
- At the end of play, all staff will be radioed (or a message should be sent to the staff room) before the bell is rung or whistle is blown to inform staff to be present on the playground.
- Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. When the teacher tells them, they then walk to designated class lines, joining at the back of the line. A second whistle is blown and all children should stand in line quietly waiting for their class teacher.
- Staff should send children in a class at a time, ensuring there is no running or talking. Good behaviour whilst entering school should be reinforced with praise. Again, we need to be aware of the level of noise in the corridors as children put away coats and bags as there may be adults working with children in the same corridors.
- In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

- In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teachers to share supervision of the behaviour and discipline policy indoor play allowing teachers a staggered break, provided that classrooms are never left unsupervised.

Playground Procedures

- In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc.
- Children should be reminded to put their coats, hats and gloves on in cold weather.
- Children are not allowed back into school during playtimes except to go to the toilet. Children must ask to go to the toilet.
- Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school.
- Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.
- Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.
- After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

If a Child Runs out of School

- If a child should run out of school for whatever reason, staff should not run after them. They may be placing a child in greater danger by doing so.
- The headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return.
- Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.
- If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing.
- If parents and emergency contacts are unavailable the police should be informed directly.
- Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.