

THE BEHAVIOUR AND DISCIPLINE POLICY FOR THE CROFT COUNTY PRIMARY SCHOOL

Reviewed September 2024

A policy is a statement of intent that reflects the corporate philosophy of the staff and school. The policy has been evolved through staff discussion. It will be reviewed periodically and amended in the light of experience, and further advice or guidance from agencies. This document compliments other Policy documents and needs to be operated in conjunction with the following Policies and documents.

1. Antbullying Policy
2. Equality Policy
3. P.S.H.E. Policy
4. On line Safety Policy
5. Acceptable use Agreement
6. Safeguarding Policy
7. Child on Child Abuse Policy

MISSION STATEMENT

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We shall strive to ensure that the children adopt this caring philosophy and apply it to the world in which they live. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our mission statement is We are creative , courageous and caring. We are The Croft.

THE AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

- To encourage increasing independence, self-discipline and respect so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To encourage and promote good, appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

SCHOOL EXPECTATIONS OF THE POLICY

- To ensure that the expected standards of behaviour are understood by the whole school community -the children, the staff and parents
- To make regular use of rewards and praise for good behaviour and caring attitude and good work.
- To make use of effective classroom management techniques and to ensure a well-ordered and pleasant teaching/learning environment in which all pupils can achieve.

CHILDREN'S RESPONSIBILITIES ARE:-

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect and respect their point of view.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To be sensitive to other people's feelings and not be unkind or thoughtless.
- For everybody's safety we should move around the school in a quiet orderly way.
- To be ready to learn and be prepared to allow others to do the same. To do this we should listen attentively, settle quickly to tasks and follow instructions.

The school collaborates actively with parents, so that the children receive consistent messages about how to behave at home and school.

THE PARENTS RESPONSIBILITIES ARE:-

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy by reading and signing the home school agreement.
- To be aware of the school rules and expectations and support them.
- Be punctual
- To be a good role model at home and on the school premises
- To raise any concerns with school staff and allow the school to deal with issues that may arise

STAFF RESPONSIBILITIES ARE:-

- To treat all children fairly and with respect and understanding.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To report to parents about the progress of their child.
- To recognise that each child is an individual and to be aware of their needs.
- To plan opportunities through PSHE to model appropriate behaviour.
- To discuss the school rules and to devise classroom rules, which are agreed by the children and displayed on the wall of the classroom. This way, every child in the school knows the standard of behaviour that we expect in our school.

HOW THE SCHOOL WILL TRY TO ENCOURAGE GOOD BEHAVIOUR

We praise and reward children for good behaviour in a variety of ways:

- Regular praise and encouragement.

- The use of stickers to reward effort and attempts to improve.
- Class teachers will also employ a range of different strategies within their own classrooms to promote positive, appropriate behaviour.
- Each day a child from each class is nominated to be 'Star of the Day'. Each 'Star of the Day' will receive a sticker and house points to show other children, members of staff and their family that they have been chosen that day.
- Each child will be allocated a house (Rose, Daffodil, Thistle and Shamrock). Throughout the school day they can earn points for their house for good behaviour, politeness, being helpful, good work etc. The points will be counted each week and a counter awarded to the winning house. Each term these will be added up and awarded prize/reward.
- Each week teachers will nominate at least 1 child from their class to go into the Gold Book. This can be for a range of things - good work, effort, behaviour, friendship, being a good role model etc. The lunchtime supervisors can also nominate someone who has had good lunchtimes throughout the week. The Gold Book names will be read out each in a Friday assembly. Children will be awarded a sticker and certificate to take home to share their success with their family.
- Classes are awarded points when lining up at the end of playtimes/lunchtimes - these are added and a playground voucher is awarded to the winning class each week which they can trade in for 5 minutes extra play

Through PSHE lessons, restorative practise conversations and assemblies staff will have the opportunity to model and discuss appropriate behaviour.

WHAT WE WILL DO IF A CHILD INAPPROPRIATELY

The school employs a number of strategies to positively promote good behaviour. These may vary from class to class at the teacher's discretion. However, sanctions are also used to discourage negative and inappropriate behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and child.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them to either move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may

ask them to re-do a task.

If a child is showing inappropriate behaviour we will tell a child if their behaviour is not acceptable and why it is unacceptable.

Restorative practise conversations will take place where staff will encourage children to see each other points of view, explore their feelings and find an acceptable solution.

We encourage children to take responsibility for their own behaviour.

We ensure that class rules are displayed and discussed so that children learn what is acceptable in class.

Staff will adhere to the following procedures to

WHAT WE WILL DO IF THE BEHAVIOUR IS VERY BAD, OR REPEATED OR THERE IS PERSISTENT MISBEHAVIOUR

Basic procedures will be operated in two phases across the school.

Reminder, caution, last chance, sanction, reconciliation.

Staff will always endeavour to deescalate the situation and prevent the need for further sanctions and consequences being used.

Early Years Foundation Stage & Year 1

Reminder

- visual prompts to remind children of their behaviour.
- A simple traffic light system will be in place
- All children start the day on green

Caution

- If they display inappropriate behaviour they will be given a caution/warning and moved onto yellow

Last chance

- Staff will speak to the child on a 1 to 1 basis giving them a final chance to change their behaviour

Sanction

- If inappropriate behaviour persists they will be moved onto red and a sanction will be issued (this may include timeout, missed play etc) and the incident logged
- The Head Teacher or a member of the SMT may be involved at this stage if behaviour is severe and/or persistent
- Parents may be informed if the behaviour persists over a period of time

Year 2 to Year 6 -

Reminder

- Children will be given verbal reminder that their behaviour is inappropriate

Caution

- If children continue to display inappropriate behaviour they will be issued with a caution/warning and their name will be written on the board

Last Chance

- Staff will speak to the child on a 1 to 1 basis giving them a final chance to change their behaviour

Sanction

- If inappropriate behaviour persists their name will be underlined and a sanction will be issued and the incident logged
- The Head Teacher or a member of the SMT may be involved at this stage if behaviour is severe and/or persistent

Where there is repeated or persistent misbehaviour, or where the behaviour is totally unacceptable, the following will apply:-

The child may need to have the class / school rules explained to them, clearly, so that they are more aware of inappropriate behaviour.

Withdrawal of privileges may be used e.g. play times, dinner times. If a child is withdrawn from such privileges they will either be given extra work or they may be asked to re-do a task.

Withdrawal from Club Activities or possibly School Teams might be considered as a way of achieving better behaviour.

Informal contact with parents and teacher to try to resolve problems. Parents need to be informed of difficulties at an early stage. It is important that staff

and parents work together to solve difficulties.

All staff to be kept informed of major difficulties with children.

Pupils Conduct outside the school gates

In some circumstances the school may discipline pupils for inappropriate behaviour outside of school.

Such incidences include

- Taking part in any school organised trip or activity
- Travelling to or from school wearing school uniform and is identifiable as a pupil of the school

Behaviour Logs

It is important that inappropriate behaviour is recorded in order to track patterns and help support children where necessary.

- Each class teacher will record incidences of inappropriate behaviour on CPOMS where they can be tracked
- Incidences of inappropriate behaviour must be logged - this includes time out, lost playtimes, being sent in from the playground etc
- Time, date and behaviour displayed must be recorded
- Behaviour logs on CPOMS will regularly be reviewed to identify any patterns in behaviour

Children who are presenting challenging behaviour need to be identified at an early stage and ways of modifying their behaviour need to be tried.

Involvement of Parents to support the modification of behaviour. Parents have an important role to play and we must try to encourage them to work with us.

An appropriate period of time is needed to modify behaviour patterns.

The situation should then be reviewed regularly and modified if it is not working.

There may be times when for the benefit of the other children and members of staff a child might be removed from the class and put into another class - "time out". This will allow a cooling off period for everyone.

For information on our protocol on physically removing children from a situation or classroom please refer to our separate policy.

An additional approach to improving behaviour could be through staff liaising with the SENCO and the Behaviour Support Team. This would only take place with the agreement of the child's parents. This may lead to the design of a programme to modify the behaviour (Individual Behaviour Plan) and provide support for some individual the child.

For children who are presenting challenging behaviour on a regular basis a behaviour diary may be used. This will form part of a bank of evidence which can be used by the SENCO when liaising with the Behaviour Support Team.

If the above actions are unsuccessful, then the Headteacher will need to involve the governors and more serious action will be considered upon advise from a variety of agencies - this may entail specialist 1 to 1 supervision and/or a reduced time table.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, (Exclusion from maintained schools, academies and pupil referral units in England 2017). We refer to this guidance in any decision to exclude a child from school and work with SCC to ensure appropriate procedures are followed.

Review due: September 2025