



# Cranford C E Primary School

## Behaviour Policy

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<b>Committee Chair Signed/Date:</b>		

**Scope**

This document is applicable to the following:

✓ Parent/s & Carers	✓ Staff	Community
✓ Children	✓ Governors	✓ Volunteers/Visitors
✓ Contracted external support		

## **Introduction**

At Cranford C E Primary School, we have a unique, caring, family atmosphere which is rooted in Christian values and seen in our professional relationships with each other, the children and our families. We recognise that education is a partnership between both parents, children and school.

We are committed to working with you to provide the very best care, nurture and learning experiences that can be given to enable your child to achieve their full potential whilst they are with us. Our school community reflects and fosters a positive and warm Christian ethos, where all people will feel safe, happy, accepted and included.

Everyone is treated fairly in school and staff apply this behaviour policy in a consistent way to all and in a way that is applicable to the child's development. It has been designed to reward children for good, positive behaviour and for producing high-quality work.

## **Our Aims**

- To make our school a happy, safe and caring place to be.
- To promote positive behaviour, self-esteem, self-discipline and respect.
- To develop cooperation in all aspects of school life.
- To encourage pupils to take responsibility for their own actions and realise that actions have consequences.
- To foster a shared commitment from pupils, parents, governors, our diocesan partners and the wider community in promoting good behaviour.
- To seek the support of local authorities, social services departments, health services and the police in dealing with more challenging behaviours. A multi-agency approach can be vital in dealing with some situations.
- To prevent bullying.
- To ensure that pupils complete assigned work.

## **Our Values**

### **Courage respect honesty forgiveness thoughtfulness happiness**

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, Christian learning environment at Cranford C E Primary School through promoting our school values:

- Courage
- Respect
- Honesty
- Forgiveness
- Thoughtfulness
- Happiness

Our school values link closely with the virtues outlined in the Church of England's Vision for Education (2016):

- Wisdom
- Hope
- Community
- Dignity

These Christian virtues also closely correlate to those what we consider to be the core British Values and which we also seek to instil in our pupils. These are:

- Supporting democracy
- Following the rule of law
- Celebrating and appreciating individual liberties
- Having mutual respect for, and tolerance of, those with different faiths/beliefs and for those without faith.

## Our School Rules

To help us achieve our aims and uphold our values we follow a set of whole school rules which have been created through the School Council and pupil opinion:

- We tell the truth
- We use kind words and actions
- We listen thoughtfully
- We take care of ourselves, our school and each other
- We try our best
- We respect each other's requests, thoughts and ideas
- We always follow the School's values



## Rewards

Our school ethos of praise and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

## **School values and behaviour**

Pupils who consistently demonstrate positive behaviour and our school values are awarded a Team Point. At Cranford we have Teams named after birds; Swans (white), Kingfishers (blue), Herons (black) and Cranes (red). Children are given a physical coloured value token linked to their team's colour. When awarded, the child will place their token (of the corresponding colour) into the Value Jars outside of the Head's Office. Staff will also give pupils a post-it note detailing the reason for the token which can be placed on the values board. The tokens will be counted at the end of each half term by the school council. The team who have been awarded with the most tokens will be rewarded with an in school event that will be mutually agreed by the school council representatives for each class and the Senior Leadership of the school. We will also discuss the values which we are showing more and less often and take steps as a school to address this.

## **Attainment and Effort**

In addition to rewards for demonstrating the school values we also recognise personal attainment. Pupils each begin the year on a Red sticker chart. Stickers will be awarded by Class Teachers when pupils produce outstanding work in lessons. Once the pupil has completed their Red sticker chart (15 stickers) they move to the Orange Chart and so on (in this order Red, Orange and Green). These charts continue during the course of the academic year. If a pupil achieves 45 stickers (i.e. by completing their Red, Orange and Green charts) they will be awarded with a Bronze sticker chart. Once they complete the Bronze (by achieving another 15 stickers), they will then be awarded with the Silver sticker chart. To complete this, they will need to get 20 stickers. Achieving this feat will reward them with afternoon tea with the Headteacher and see them receive the Gold sticker chart – again with 20 sticker spaces. Should a pupil complete all 6 sticker charts (100 stickers) they will attend a special Achievement Day during the Summer Term.

Sticker Chart Success looks like this:

Red	15 stickers
Orange	15 stickers
Green	15 stickers
Bronze	15 stickers
Silver	20 stickers
Gold	20 stickers

*Upon completion, pupils will receive the Bronze Certificate.*

*Upon completion, pupils will receive the Silver Certificate.*

*Upon completion, pupils will receive the Gold Certificate.*

Further to this, should a pupil produce exceptional work they will be asked to take their work to show the Headteacher, where they will be asked to discuss their work and receive a special sticker and also "Royal Reader", "Writing Wizard" or "Maths Magician" certificates for showing specialist excellence in these curriculum areas. These awards are presented in the weekly celebration assembly and the family of these pupils will be invited to attend the assembly and join in the celebration.

Pupils can be awarded the "Star of the Week" award certificate by their Class Teacher for outstanding performance during the week

### **Sanctions and Consequences**

We expect positive behaviour at all times and for pupils to adhere to the above rules (as established by the pupils themselves via the school council).

To help the pupils modulate and manage their own behaviour, we use a consistent system across the school based around the colours of traffic lights for simplicity. The system is known as "Good To Be Green".

- At the start of each day, every pupil will begin on a **Green Card**  which is placed in their name 'pocket' on the behaviour chart.
- **If they behave appropriately and follow the school rules, they will remain on the green card.**
- If the pupil makes poor behaviour choices, a verbal warning will be given (although this step may be skipped if the adult deems it necessary).
- If poor choices continue, a **Yellow Warning Card**  will be given and placed in the child's name 'pocket' on the chart. The classroom adults may, or may not, choose to move the pupil to a different area within the classroom. **If a child is given a yellow card, their consequence will be to lose 5 minutes from their next break or lunch time.** This may carry over to the next day if given in the afternoon.
- If the pupil improves their behaviour over a sufficient period, adults will return them to the **Green Card**.
- If poor behaviour continues, classroom adults will give the pupils a **Red Consequence Card** . The pupil will then be sent to complete their work in another classroom for 15 minutes. If the pupil, whilst in the partner class, still chooses poor behaviour, they will be sent to the Headteacher for the rest of the lesson with the work to complete. **If a child is given a red card, their consequence will be to lose 15 minutes from their next break or lunch time and a loss of 15 minutes from Gold Time on the Friday.** If a child receives a red card, the adult collecting them at the end of the day will be informed via the form which can be seen in Appendix 1.
- Upon returning to the classroom, the pupil will have the opportunity to continue the improved behaviour and work back towards a **Green Card** (moving first to the Yellow Card before the Green Card).
- The cards 'reset' each day (consequences do not).
- If a pupil receives more than 1 red card during a week, the Headteacher may request a meeting with the child, their teacher and their parents/guardians.

## **Lunchtime Behaviours**

This system is replicated at lunchtime, with a Yellow Card resulting in a 5 minute 'time out' where the pupil will be asked to stand against a wall and reflect on their behaviour, and a Red Card resulting in 15 minutes outside the Headteacher's office, or with another member of staff. Lunchtime supervisors also have certificates which they can award to pupils for excellent behaviour in and outside of the lunch hall.

## **Roles and Responsibilities**

The governing body has established, in consultation with the Senior Leadership Team, Staff and Parents, the policy for the promotion of good behaviour. This policy is kept under regular review. It has been communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the leadership of the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

All staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of this policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

The governing body, Headteacher and staff will ensure there is no discrimination due to origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The behaviour policy is made available to parents via the school website and is issued to staff annually. Parents are expected to sign the home / school agreement which clearly outlines roles and responsibilities for parents.

## **Class Management Procedures**

The procedures arising from this policy have been developed by the Headteacher in consultation with the staff. The procedures make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, pupils and parents.

The procedures are consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

However, there will, on occasions, be children who demonstrate persistent inappropriate behaviour and then further steps must be taken in consultation with the parents/carers.

- Individual Behaviour Chart – This is used by classroom teachers in consultation with parents for a child who may need to have more frequent reminders about behaviour. It will include targets that are relevant for the child and will incorporate an acknowledgement of whether or not the targets have been met on a daily basis. Parents will receive feedback regularly about the success of these interventions. If behaviour improves then the Behaviour Chart will cease to be used. The child must take their individual behaviour chart to a senior leader at the end of each day for a review.

- For those children for whom the sanctions listed have been ineffective or for those children who display a high level of inappropriate behaviour then exclusion must be considered. In taking these decisions the school refers to the DfE standard guidance called 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England - A guide for those with legal responsibilities in relation to exclusion'. We recognise the legislative changes which took effect on 1 September 2012, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a re-integration interview in respect of certain fixed-period exclusions.

There are 3 types of exclusions:

- Lunchtime
- Fixed Term
- Permanent

DfES Guidance indicates that the following circumstances may lead to exclusion:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Only the Headteacher (or the acting head teacher) can exclude a child from school which must be on disciplinary grounds. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the school may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

The Headteacher will follow the guidelines of the Government publication.

Cranford C E Primary School has a separate policy for the restrictive intervention and positive handling of students. Please request a copy of this policy if required.

### **Staff Development and Support**

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy. Additionally, the Governor Discipline committee undertakes exclusions training and keeps abreast of necessary documentation.

### **Interrelationship with other policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs, anti-bullying and positive handling has been established.

### **Pupil support systems and the involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. In some circumstances extra child and family support may be sought and the Early Help Assessment (EHA) would be used. A PSP (Pastoral Support Plan) may be put in place for those pupils who do not respond to school actions to combat disaffection and are at serious risk of permanent exclusion.

### **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct an annual review of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head teacher will keep the governing body informed. The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents. The behaviour policy will be publicised to staff, parents and pupils annually (via the home/school agreement and on the school website). The outcome of the review will be communicated to all those involved, as appropriate.

