



# Crowmarsh Gifford C of E Primary School

## Behaviour Policy

Crowmarsh Gifford primary school is a dedicated community supporting children to care, grow, persevere & shine. Everyone, all stakeholders, are expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others so do the same.

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**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn and grow in a calm, safe and caring environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent and calm approach and to celebrate the best behaviours
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

### **The four Key Values of our Christian School are**

- Care
- Grow
- Persevere
- Shine

Behaviour at our school is good because we have a strong ethos which focuses on these values

### **Purpose of the policy**

To provide simple, practical procedures for staff and children that

- Recognises behaviour norms and positively reinforces this behaviour
- Encourages children that they can and should make good choices
- Ensures consistency of expectations across the school
- Builds a community which values kindness, care, good temper and empathy for others

### **Expectation of Adults**

We expect every adult to

- Meet and greet with a smile
- Treat each child fairly, with respect and understanding
- Refer to our school values in their daily conversations with children
- Never walk past or ignore pupils who are failing to meet expectations
- Follow up all behaviour including restorative conversations and communication with parents
- Plan lessons that engage, challenge and meet the needs of all pupils
- Deal with all poor behaviour in a non-public way

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils

### **Expectations of Class Teachers**

- Ensure that their classes behave in a responsible manner
- Ensure that all children work to the best of their ability
- and regularly
- Remind children of their responsibilities and the rules for behaviour
- Contact a parent if there are concerns about the behaviour or welfare of their child

### **Expectation of SENDco**

- To use behaviour data to target and assess interventions
- To provide support and advice to adults.

- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

### **Expectation of The Headteacher and the Senior Leadership Team**

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Liaise with the SENDco to ensure provision where needed..
- Provide new staff with clear induction into the schools behaviour culture to ensure they understand the rules an routines.
- Ensure staff training needs are identified and met
- To support the staff in managing learners with more complex or negative behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

### **The Governing Body is responsible for**

- Reviewing and approving the Behaviour Policy
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The Role of Parents**

- Support the ethos and values of the school
- Support their child's learning
- Cooperate with the school and support reasonable actions
- Communicate with the school

### **Parent Concerns**

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 Headteacher. If these discussions cannot resolve the problem the schools complaints procedure can be found on our school website.

### **Recognitions and Rewards**

- Verbal praise
- House points
- Weekly certificates

### **Steps for modifying and managing poor behaviour**

- Reminders
- Caution
- Reflection which may include card sent home

Very often a reminder and a caution can be enough for a child to make a right choice

### **Playtimes & Lunchtimes**

If there are concerns at playtimes or lunchtimes staff on duty will take action in line with this policy. Where appropriate they will report this action to the class Teacher or SMT.

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Consequences**

### Time out, restorative conversation and communication with parent

- Very often a short removal/ time out and a restorative conversation is enough for a child to change their behaviour.

### Repetitive time out – meeting with teacher and parent

- A reflection card may be issued and a copy sent home.

### Removal – parent to be informed. Pupil monitoring

Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted promptly.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

## **Bullying**

We define bullying as

Several  
Times  
On  
Purpose

We take allegations of bullying very seriously. Bullying is not tolerated at our school

### **Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

### **Suspensions**

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

### **Permanent exclusions**

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.