



BEHAVIOUR POLICY

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Crown Wood Primary School Behaviour Policy

This Behaviour Policy applies to Crown Wood Primary School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy.

In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Approval and review:

This policy is the responsibility of: Headteacher/Learning & Community Committee
This policy was approved by the Local Governing Body on: 12th December 2017.
This policy is due for review by: December 2019

Aim

To create and maintain an environment of mutual respect and understanding in which all pupils, parents/carers, staff and governors can participate and take responsibility for the learning process

- To create a consistent and positive approach to behaviour management throughout the school
- To create an environment in which all pupils can feel safe, secure and respected
- To establish an ethos of accepting differences and tolerance across the school
- To help pupils understand, moderate and manage their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others

Rewards

Pupils should be valued and their good behaviour positively encouraged and rewarded. All rewards relate to keeping our values and rules. All staff need to highlight pupils' strengths rather than weaknesses. We accentuate the positive through a range of measures, including:

- Awarding team points
- Awarding stickers or smiley faces
- Showing good work to Head teacher/Deputy Head Teachers
- Deputy Head Certificates
- Highlighting good work in Assemblies
- Informing parent/carer

Classroom management and organisation has a direct result on pupil behaviour:

- Use of Read to Learn Behaviour Boards
- Apparatus and equipment should be easily accessible.
- Pupils should be able to move around easily when required to.
- Work should present appropriate challenge for children of all abilities to encourage engagement and positive learning behaviour.
- There will be clear objectives to the set task and these will be explained to the pupils
- in language which is relevant and simple to understand.
- There will be a range of rewards accessible to pupils of all abilities.

Behaviour within the School Building

Pupils are to walk around in an orderly, quiet and sensible manner. All staff, when moving about the school, should be aware of and take responsibility for pupils' behaviour.

Playground Behaviour

- Play that is considered dangerous or aggressive is not permitted. This includes "play fighting" and any game that includes physical contact beyond "tag".

Serious playground incidents (bullying, racism, aggressive and violent behaviour) are to be recorded. Persistent anti-social behaviour by a particular pupil will be reported to the Headteacher or the Deputy Headteachers and drawn to the attention of the child's parent/carer.

Bullying

Please see Anti-bullying policy.

Racial Incidents

All incidents of racially motivated behaviour necessitate the completion of a Racial Incident form. If an incident occurs at lunchtime the Lunchtime Supervisor is responsible for the completion of the form as well as informing a member of the Leadership Team. All completed forms should be given to Deputy Headteachers.

Sanctions

Within the classroom, teachers should ensure that positive responses outweigh the negative, and that any sanctions used are consistent with the offence and related to not keeping a value or rule. Although it may occasionally be appropriate, persistent punishment of whole groups should be avoided.

If possible, behaviour problems should be dealt with by any adult in the classroom. Sanctions will follow The Ready to Learn Behaviour Board:-

- Think about your learning and behaviour – child will be spoken to by the teacher in the class and asked to reflect on their behaviour.
- Your teacher now decides – there are a number of options, such as being sent to work in another class for a session or half a day, or being sent to a year leader to explain their actions. Parents may be informed by the class teacher or persistent poor learning and behaviour which leads repeatedly or often to a child reaching this stage.
- Parental contact may be needed – the involvement of a senior member of staff may be needed to reinforce standards with the child and to support the teacher. A senior leader could be sent for and will talk to the child, explore the situation with them and explain the possible courses of action such as removal to work on a table outside the office under the direct control of the SLT for a session or two and/or parents being contacted or summoned. Parents will normally be informed of the child's poor learning and behaviour.

Any incidences of poor behaviour should be dealt with by the class teacher or year lead in the first instance but can be referred to the Phase Leader or Deputy Headteachers if the behaviour is severe or repeated.

Other strategies may include:

- Regular contact between parent/carer and school
- A written contract between 2 children
- A Traffic Light Book
- A positive sticker chart
- Exclusion at lunchtime

Exclusion

The school will consider exclusion, either Fixed Term or Permanent, in line with Guidance from DFE: <https://www.gov.uk/government/publications/school-exclusion> for the following:

- verbal abuse towards staff and/or pupils
- actual physical violence towards pupils and/or staff
- disruptive behaviour which interferes with the learning opportunities of others
- conduct which endangers self or others
- illegal and unlawful activities on school site eg drugs, alcohol or theft
- racial/sexual abuse
- harassment or intimidation of pupils and/or staff

Pupils returning from Fixed-Term exclusion will be readmitted and reintegrated with strategies to help provide a successful outcome and not further failure. Pupils will be made aware of more serious sanctions if behaviour does not improve. Staff involved in incidences resulting in fixed term.