

Behaviour Policy

Signed:

Chair of Governors: A. Jenkins *A. Jenkins*

Executive Headteacher: S. Stevenson *S. Stevenson*

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Aims

At Crackley Bank Primary School we believe that good discipline and high standards of behaviour are very important.

We believe that it is important to manage behaviour positively, clearly and fairly so that pupils feel secure and safe and can learn.

It is vital that our systems are realistic, understood by all stakeholders, and used by all staff.

This allows teachers to teach, and pupils to learn.

The school will:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

Our School Rules.

Try your best

Be calm

Be truthful

Be safe

Be kind

Who contributes to making Crackley Bank Primary School a safe, calm, well behaved school?

Answer - Everyone! Parents, pupils, staff, governors and the community – we need to work as a team.

What can children do to help?

- Follow the school rules.
- Come to school on time and be prepared to learn every day.
- Take responsibility for their actions.

What can parents and carers do to help?

- Sign and abide by the expectations outlined in the school's Home School Agreement
- Make sure that your child arrives at school on time and prepared for the day. Collect your child, on time, at the end of the school day.
- Support your child's education at home.
- Help your child to understand the rules and the need for them. Send your child to school in the correct school uniform.
- Label all school clothes and possessions.
- Support school activities such as special assemblies, concerts, parents' meetings and fairs. Support the school's rewards and sanctions.
- Discuss your concerns about your child calmly with the class teacher.

Parents and Carers can expect staff and other adults to...

- Reward good behaviour as often as possible. Be fair.
- Encourage pupils to make sensible decisions.
- Value all pupils as individuals and appreciate their achievements.
- Reinforce the school rules.
- Listen to all sides of the story when problems occur.
- Be clear about why a pupil is being rewarded or incurring sanctions. Stop fights, arguments or aggressive behaviour.
- Help pupils to work towards achieving their potential. Question pupils' behaviour whilst being supportive

Self-Discipline.

It is important that children learn to manage their own behaviour. We help them by:

- Encouraging pupils to take responsibility for their own actions.
- Making pupils aware that all their actions have consequences – some positive, some negative.
- Helping pupils to build their self-esteem.
- Reinforcing the school rules.
- Consistently rewarding appropriate behaviour and sanctioning inappropriate behaviour.

Rewards.

The majority of our pupils behave well and are a credit to themselves, their parents or carers, and the school. Rewarding pupils is vitally important to achieve desired behaviour and pride.

Rewards include:

Daily

- Verbal praise – used frequently, throughout the day and whenever possible.
- Stickers
- Team points – awarded for a variety of reasons; e.g. manners, helpfulness, good work, effort.
- Behaviour award – behaviour is converted in to points which are added up at the end of each half-term. Green = 5 points, yellow = 2 points, orange = 0 points and red = minus 5 points. Rewards are awarded depending upon the number of points a pupil has.

Weekly

- Star of the Week – awarded to children who display special social and personal qualities. Children who are “Stars of the Week” also earn 5 team points.
- Commendation Certificates – teachers nominate 2 or 3 children to receive certificates of commendation in our Friday assembly. These are given for a variety of reasons; behaviour, extra effort, a particularly good piece of work. Children who receive a certificate also earn 5 team points.
- Maths Whizz – each class has a bronze, silver or gold Maths Whizz champion and they receive a certificate. The classes also receive a bronze, silver or gold award based upon their average progressions that week – the winning team receives the Maths Whizz trophy for the week.
- Team point winner – Team points are added up each week and the team with the most are awarded the team point cup during our Friday assembly. The cup is displayed in the School Reception with the winning team’s colours displayed on it.
- Attendance Award – During Friday’s assembly, the class with the best attendance have the Attendance Cup to display in their class for the week and enjoy juice and biscuits together after the assembly.

Termly

- Writing Award– One child from each class is awarded a writing certificate for improvement in writing. They read out their own work and their parents are invited to the Awards assembly.
- Numeracy Award - One child from each class is awarded a writing certificate for effort and progress in numeracy. The Chief Wizard (maths leader!) present the award
- Team points – the child with the most team points from each class is awarded a prize at the end of each term.
- Golden Certificates – are not awarded every single week. These are awarded for excellent work, consistent effort or other particularly impressive achievement. When pupils are awarded a golden certificate, their parents are invited to the End of Term Commendation assembly and for a drink and snack with the Head after assembly. Pupils also earn 10 team points for their certificate.

Annually

- Prefects – Year 6 pupils are chosen at the beginning of the school year to be Prefects for the year. They are chosen for being responsible, well behaved and setting a good example to others. They are given duties to complete throughout the week.
- Mansel Sedgmore Award – awarded for extra special achievement throughout the year. Mrs Lyn Sedgmore (CBE) is an ex-pupil of our school and she presents the award in our Awards assembly of the year. The parents of the award winner are invited to the assembly.
- Sports Award – awarded for improvement and achievement in sport.
- Rotary Club Award – awarded to one Year 2 and one Year 6 pupil each term for extra special achievement. A member of the Rotary Club comes to the assembly to present the awards, parents of the pupil are invited to the assembly and the pupil receives a book token.
- D&T Award – The Mr Bamford Award is awarded to a Year 6 pupil who has shown particular interest and talent in Design and Technology.
- New Leaf – The New Leaf Award is awarded to a pupil in Year 6 who has made a definite improvement in their behaviour (turned over a New Leaf)
- Stan Taylor Reading Award – this award is in memory of Stan Taylor a gentleman who, for many years, came into school to support pupils' reading. He sadly died in 2008 and this award is on his honour. It is awarded to a Foundation 2 pupil who has shown great improvement in, and enthusiasm for, their reading.
- Special Achievement Award – this is for a Y6 child who has overcome learning barriers and continually tried their best, never giving up
- Music Award – love and involvement in music and musical event
- Jack Dulson Award – awarded to a child who has gained new experiences and embraced them all with a smile on their face
- Governors' Award – awarded for exemplifying the ethos of Crackley Bank Primary School

Sanctions.

Unfortunately, sometimes pupils' behaviour is inappropriate, and they will then incur sanctions.

All staff make every effort to ensure sanctions are applied calmly, firmly and consistently. Quiet reprimands are often the most effective. We adopt a restorative approach to sanctions where children are given the opportunity to reflect upon and discuss their behaviour with a clear expectation that the behaviour should not occur again. Part of the discussion will also involve strategies to support the children in ensuring there is no repetition of the event.

Traffic Lights.

At Crackley Bank we are very clear about the behaviours that are, and are not, acceptable. We have levels of unacceptable behaviour and their consequences. We operate a 4-colour system (green, yellow, orange and red) to explain the consequences of different behaviours.

Graded Sanctions

To ensure continuity throughout the school we use the following graded system to respond to low level inappropriate behaviour as detailed in appendix 2a

These methods must be consistently applied by all teaching and support staff (including dinner supervisors) to ensure that the whole school policy is effective.

1. Show disappointment by the use of body language /expression – the look!!
2. Positively point out the behaviour required – “It’s time you sat down and started your work. Do you need some help?”
3. A quiet verbal warning – “Stop *** and start work now please. This is your first warning.”
4. Following the warning, if the behaviour continues, the member of staff must clearly state what the pupil is doing that is wrong and say “I have already warned you that you
5. must/must not “This is your yellow warning.”
6. If the behaviour continues, the member of staff repeats step 4 and “This is your orange warning.”
7. If the behaviour still continues, the member of staff repeats step 4 again and “This is your red warning.”
8. The colour is recorded on the class behaviour sheet each day and reasons for orange or red warnings are recorded on Scholar Pack.

On Red (these actions apply from Y1 to Y6)

- When a red warning has been issued the child misses the following breaktime or 15 minutes from lunchtime, depending upon the time of day they reach red.
- The teacher will record the name of the pupil on the Scholar Pack system giving the reason for the red letter being issued
- The pupil is given a red warning (appendix 4) to inform their parent that they have been on red and if the reply slip is not returned the next day the classroom support assistant will telephone the parent to check that the letter went home.
- The teacher teaching the pupil at the end of the school day issues the red warning. In the circumstance where a different member of staff has issued the warning the reason must be clearly communicated to the teacher.
- If pupil receives a red warning 3 times in a 10-school day period their parents will be contacted by the class teacher and the pupil will be put on a Classroom Behaviour Record (appendix 5) for 2 weeks.
- Where pupil reaches red 3 times in a 10-school day period the pupil may be:
 1. Educated outside the classroom for 1 day
 2. Educated outside the classroom for more than 1 day
 3. Suspended from school for 1 day
 4. Suspended from school for more than 1 day
 5. Permanently excluded.

Once red is reached

- If the pupil continues to behave inappropriately even though they have been informed that their behaviour is not appropriate, they are sent to the head teacher.
- The head teacher may:
 1. Discuss the behaviour with the pupil and may place the child in another class to work for the rest of the session.
 2. Telephone the pupil's parent to discuss the pupil's behaviour.
 3. Put the pupil on a Classroom Behaviour Record (appendix 5) for 2 weeks.
 4. Arrange a teacher/parent meeting at the end of each week to discuss the pupil's behaviour.

If they still continue

- If the pupil continues to behave inappropriately once they are placed in another class, or continue to misbehave upon their return to class the pupil may be:
 1. Educated outside the classroom for 1 day
 2. Educated outside the classroom for more than 1 day
 3. Suspended from school for 1 day
 4. Suspended from school for more than 1 day
 5. Permanently excluded.

Simply

On red = letter home – record in class – copy to head – miss break

Red 3 times in 10 school days = 2 weeks behaviour record and a class exclusion for 1 day

Red more than 3 times in 10 school days = teacher contacts parents for meeting - 2 weeks behaviour record – possible exclusion if improvement is not made

Continue once on red = see head – head phone home – 2 weeks behaviour record

Still continue = exclude from class and possibly exclude from school.

More serious behaviour

Sometimes pupils more serious inappropriate behaviour and accelerated progression through the traffic lights is required.

The behaviour detailed in Appendix 2b would result in the warning progressing from green to orange without a warning.

The behaviour detailed in Appendix 2c would result in the warning progressing from green to red without a warning.

The behaviour detailed in Appendix 2d would result in the pupil being sent to the head teacher.

Lunchtimes

The same high standard of behaviour is expected at lunchtimes.

The school rules must also be followed at lunchtimes.

Pupils who do not behave well at lunchtime will have the opportunity to discuss their behaviour during lunchtime the following day.

Where serious incidents occur such as those listed in appendix 2b, 2c or 2d, the pupil will be escorted by a Dinner Supervisor in to school so that their behaviour does not continue outside.

If a pupil is in time out 3 times in a 10 school day period, they will be placed on lunchtime report (see appendix 6). If a pupil continually behaves inappropriately lunch time suspension may be necessary.

Behaviour out of school

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the school:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil or member of staff; or
- that could adversely affect the reputation of the school.

The following areas of the policy are taken from and/or amended from the DfE Behaviour in schools

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Staff can confiscate pupils' property.

Punishing poor behaviour - What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher or member of support staff with teaching responsibility can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head of school;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head of school may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Behaviour and sanctions

Our clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents must all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy is supported and backed-up by Governors, senior staff and the head teacher.

Our school encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. We have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as a letter of apology or writing the school rules.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, and after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use class exclusions, temporary or permanent exclusion.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Teachers may discipline pupils for non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Punishments may be imposed on pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Our school policy gives teachers the power to issue detention to pupils (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- a. any school day where the pupil does not have permission to be absent; and
- b. non-teaching days – usually referred to as ‘INSET days’.

The executive headteacher, or the head of school, can authorise after-school detentions if deemed appropriate. Detentions within school time can be imposed by all teaching staff and support staff with teaching responsibility.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions within the school day.

After-school detentions require parents to be informed of the school's actions

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

The school will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items - What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4 of Behaviour and Discipline in schools) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. mobile phones.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item or whether the items must be collected by the child’s parent or carer.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm – this must always be conducted in the presence of a member of senior staff.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Use of Isolation

In extreme circumstances disruptive pupils to be placed in isolation away from other pupils for a limited period.

As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for the executive headteacher or head of school to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The school must allow pupils time to eat or use the toilet.

Associated resources

1. Home school agreements
2. Use of Reasonable Force – advice for headteachers, staff and governing bodies
3. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies
4. Exclusions Guidance
5. Safeguarding
6. SEN Code of Practice
7. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

Legislative links

Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (England) Regulations 2010
Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
The Education (Independent School Standards) (England) Regulations 2012

Policy development

This policy was written by Sara Stevenson

The policy will be reviewed in line with the school's timetable for policy review.

- **Appendices**

1. Class behaviour record sheets – 3 versions depending upon the size of the class
2. Details of inappropriate behaviour

2a – This type of behaviour is unacceptable and will result in a pupil's name being moved along the traffic lights system.

- ❖ Teasing or “winding up” other children
- ❖ Telling fibs
- ❖ Interfering with another person's property
- ❖ Talking while the teacher is talking
- ❖ Ignoring instructions
- ❖ Calling out or shouting
- ❖ Abrupt one word answers to adult enquiries (“yeah”, “no”)
- ❖ Deliberate lateness to class
- ❖ Poking, pushing or prodding
- ❖ Wasting time
- ❖ Swearing as part of a general conversation
- ❖ Unsociable behaviour at the lunch table
- ❖ Chewing gum or eating sweets
- ❖ Dropping litter
- ❖ Making irritating noises
- ❖ Play fighting/wrestling

2b – This type of behaviour is more serious and will result in the pupil's name moving from green to orange without a warning. If the pupil's name is already further along the traffic lights than green then they would move immediately to red.

- ❖ Anti-social, crude behaviour
- ❖ Making unkind remarks about another person's family
- ❖ Spitting
- ❖ Leaving the classroom without permission
- ❖ Making fun of another child's work
- ❖ Misuse of classroom equipment (especially scissors)
- ❖ Throwing or flicking objects in the classroom
- ❖ Misuse of toilet or wash areas
- ❖ Name-calling
- ❖ Telling lies to cause problems

2c – This type of behaviour is more serious and will result in moving the pupil's name from green to red without a warning. If the pupil's name is already further along the traffic lights than green they would be sent to see the head teacher.

- ❖ Writing graffiti on books
- ❖ Answering back or arguing with an adult
- ❖ Refusal to follow instructions
- ❖ Walking away from an adult when spoken to
- ❖ Stone throwing or any dangerous play
- ❖ Spitting at another person
- ❖ Writing graffiti on desks or walls
- ❖ Swearing at another person
- ❖ Threatening or intimidating behaviour

2d – This type of behaviour is very serious and would result in the pupil being sent to the head teacher immediately and may result in exclusion from the classroom or the school.

- ❖ Name-calling related to gender, race or appearance
- ❖ Theft
- ❖ Inappropriate touching
- ❖ Leaving the premises without permission
- ❖ Being physically violent – fights or attacks on others
- ❖ Bullying
- ❖ Refusal to go to the head teacher following an incident
- ❖ Vandalism

The school's policy has been developed based upon the DfE document "Behaviour in Schools"