

Crestwood Park

Primary School



Good Behaviour & Discipline Policy

February 2021

Our Aims

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

At Crestwood Park Primary School we aim to use a shared language of positivity and praise. We take time to reflect, believe in team work, aim for everyone to feel appreciated and display a positive mental attitude. We aim to be good role models, listen to others and support each other. We aim to create a culture where calm, dignity and structure encompasses every space and activity.

We are a caring community, whose values are built on mutual trust and respect for all. The school 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.

Therefore the primary aim of the behaviour policy is to provide a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised, equitable approach. Members of staff should liaise with our pastoral team, SENCo and external agencies to support and guide the behaviour and well-being of each child.

This policy is designed to promote inclusion. (See Inclusion Flowchart at the end of this policy)
This policy shows our commitment to promoting good behaviour, rather than deterring anti-social behaviour.

This policy applies to all pupils equally, regardless of gender, race, ability or religious belief.

General Expectations

- Everyone feels welcome
- Students are equally valued
- There are high expectations for all students
- All members of staff and students are treated fairly and with respect
- Classroom discipline is based on mutual respect and healthy living
- The school **rewards** good behaviour, as it believes that this will develop an ethos of kindness and co-operation

What do we do to teach and promote positive relationships and management of behaviour?

- Whole-school and class assemblies
- Use of circle times
- 'Blast on the Track'
- Follow our SPARKS rules
- Deliver a School Curriculum including RE and PSHE which give certain aspects of behaviour and relationships a higher profile
- Clear and consistent routines in classrooms, around school and in the wider community
- High expectations from staff about conduct in class and around school
- Use of pastoral and nurture provision
- Pastoral Buddies
- Anti-Bullying Squad
- Sports Ambassadors
- Theme days (eg. Wellbeing Day)
- Emphasis on the importance of promoting positive mental well being
- High focus on developing positive relationships with the child. Specific examples of this are:
 - staff members greet children at the classroom door at the start of the day and after break and lunchtimes
 - staff will model good manners and be precise with their praise
 - staff will aim to praise children publicly
 - staff will only raise their voices (shout) in extreme circumstances i.e. when there is a health and safety risk
- We have developed a 'ladder' system displayed in every classroom that enables children to be fully aware of the system of rewards and sanctions. (Please see Appendix A) It is a consistent accountability system that sets expectations for all staff, parents and pupils. Each ladder is child-friendly and accessible to all.

Rewards

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

- children are rewarded with house points
- a child in each class will be recognised for their outstanding behaviour by receiving the 'B' certificate in the weekly A, B, C assemblies.
- children are recognised for following our SPARKS code of conduct and nominations are made by the class teacher each term for those consistently displaying a SPARK. The reward for this is a coloured star pin badge, presented to them in an assembly.
- children in school are able to progress to silver and then gold on their class behaviour ladders. Reaching gold results in children receiving an 'extra special' reward and a visit to the Head or Deputy Head teacher where special stickers and certificates are presented to them.
- teachers award a 'lunchtime pass' each week to a child who has demonstrated good behaviour- this allows the child to be at the front of the queue when entering the hall and also to select a friend to be/sit with.

The school also acknowledges the efforts and achievements of children out of school; trophies and certificates can be brought into assembly. We encourage positive relationships between school and families and one way we do this is by staff sending a positive message home via the sch.life app or a phonecall.

Sanctions

The school employs a number of sanctions to enforce the school rules and to ensure an emotionally supportive, safe and positive learning environment. We employ these sanctions appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we will give the child an initial verbal warning and stress to them that we want them to remain on the green stage of our 'Behaviour Ladder'.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will speak to him or her, reminding them of what they should be doing and move them down a place on the 'Behaviour Ladder'. The first stages of amber may result in the child being moved to a different place within the classroom.
- Reprimanding children will not be carried out in front of other children. The behaviour will be dealt with quietly, using TA's if appropriate. The aim is always for a lesson to continue. We do not use a phrases such as-'We're not carrying on until you...'

- If a child misbehaves repeatedly, we will move the child to the amber section of the ladder and we use line managers to support the isolation of the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. These incidences are recorded on our CPOMs system.
- The safety of the children is paramount in all situations. If a child's behaviour seriously endangers the safety of others, the class teacher (or lunchtime supervisor) stops the activity and refers the child to the red section of the ladder. This means that the child will be sent to the Head or Deputy for consequences. One such consequence is a phone call home to parents.
- If a more minor behaviour incident occurs during a lunchtime, the lunchtime supervisor will seek advice from a member of our pastoral team.

Key Roles and Responsibilities

	Responsibilities
All Staff	<ul style="list-style-type: none"> • All members of staff are responsible for supporting the needs of children across the school. • Where a child is seen to be having difficulties they should be treated with respect and understanding. • Excessive shouting and shaming should never be used.
Specific Roles	
Teachers	<ul style="list-style-type: none"> • Take overall responsibility for the behaviour of all children on their class. • Use the ladder system within their classrooms • Liaise/ seek support from amber or SLT or pastoral team if a child is having ongoing issues
TA's	<ul style="list-style-type: none"> • May be responsible for supporting individual children but will always support the teacher to take responsibility for the behaviour of all.
Pastoral team	<ul style="list-style-type: none"> • Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having • Provide 1:1 or group sessions to support emotional health needs and mindfulness • Run the pastoral room- 'The Meadow' • Liaise with families to support positive behaviour.
Deputy Headteacher	<ul style="list-style-type: none"> • Lead the ethos of this policy • Ensure this policy is implemented effectively • Ensure effective training for staff-<i>'effective training on the underlying causes of poor behaviour and strategies (including attachment, language and communication needs) equips staff with strategies and tools to deal</i>

	<p><i>effectively with poor behaviour when it arises’ (Timpson Review of School Exclusion May 2019)</i></p> <ul style="list-style-type: none"> • Provides support to staff, pupils and parents as necessary
Headteacher	<ul style="list-style-type: none"> • Lead the ethos of this policy. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 to implement the school behaviour policy consistently throughout school. • Support staff in the implementation of the policy. • Keep records of all reported serious incidents of misbehaviour. • Holds the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified. • Monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
Parents	<ul style="list-style-type: none"> • Inform the school of any concerns- if necessary a meeting may be arranged with a member of staff. If these discussions cannot resolve problem, the formal complaints procedure should be followed. This is available via the school website and/or a paper copy can be obtained by asking at the school office. • Have an open dialogue with the school • Support the school when needing to get further support • Support and sign our Home School Agreement.
Governors	<ul style="list-style-type: none"> • Setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. • Support the Headteacher in carrying out these guidelines. • Duty to consider parents’ representations about an exclusion • Review the policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Code of Conduct

We use SPARKS to help children learn our code of conduct and the standard of behaviour we expect from all members of the school community. SPARKS stands for ‘We are Smart, Polite, Aware, Respectful, Kind and Safe’. These expectations permeate through school assemblies, circle times and other elements of the curriculum. Each classroom has a SPARKS display which reminds everyone on the focus for the half term.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Department for Education document, 'Use of reasonable force'- advice for Headteachers, Staff and Governing Bodies- July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the school's Physical Intervention Policy. Staff adhere to our 'Staff Code of Conduct' which further reinforces our expectations of acceptable conduct in and around school.

Bullying

At Crestwood Park we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Strategies to minimise bullying behaviours and how we record and report allegations are found in our Anti-Bullying Policy. We also have a policy written by the children to support Anti-Bullying.

Inclusion

Our school setting should establish an inclusive ethos that is focused on the wellbeing of all. This policy supports a consistent approach where individual needs are identified and catered for. In being 'fair' we recognise that this is not about everyone getting the same (equality) but about everyone getting what they need (equity). We advocate a non-judgemental, curious and empathic attitude towards behaviour. Relationships are put first and we recognise that not all behaviours are a matter of 'choice'.

It is widely evidenced that nurture supports the building of resilience through a sense of belonging, and can have positive impacts on wellbeing and behaviour. Therefore we pride ourselves on having a dedicated Pastoral Team and Nurture Room where outstanding support is provided for individual families and children.

Fixed term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

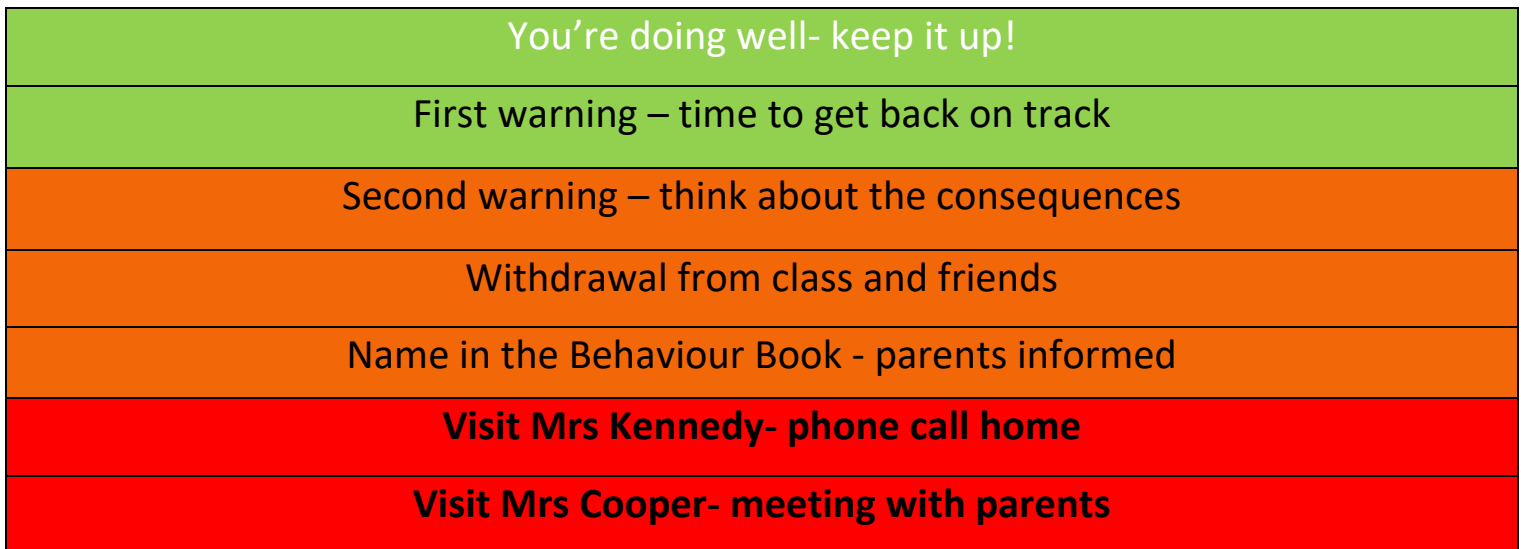
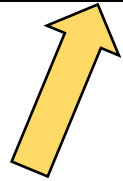
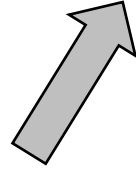
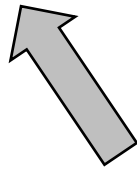
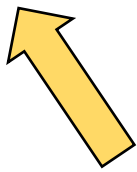
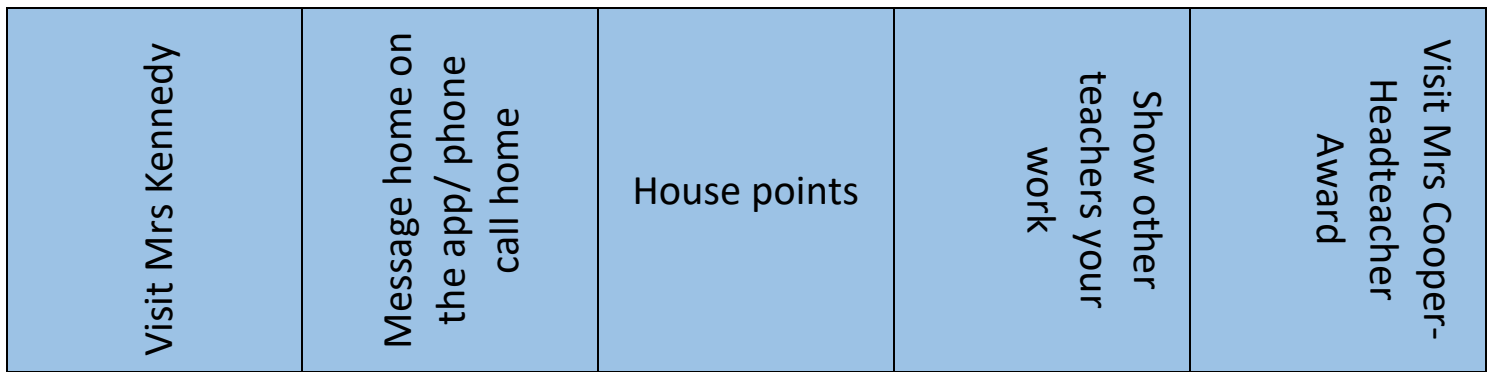
The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a pupil discipline committee which is made up of three members. This committee considers initial exclusion appeals on behalf of the governors. An appeals committee exists to hear second appeals in the event of an exclusion.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Appendix A- Our ladder system



Inclusion Flowchart

Inclusion Flowchart

A flowchart of actions for schools/settings & Dudley Local Authority to prevent permanent exclusion and ensure children's needs are met.

