

Everybody Excelling Everyday. No Excuses!

Behaviour Policy 2014

* Vision

**Every Pupil will leave Randal Cremer able to excel academically and socially**.

* Values

**Respect**

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

**Diversity, Inclusion & Equality**

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone’s unique differences and similarities

**Love**

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

**Teamwork**

We value our relationships and work hard with all members of our School Community to achieve the School’s Vision.

**High Expectations**

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a ‘village’ to educate a child

We all work together to ensure consistency of outstanding processes & practices

##### “Every child has the right to learn;

##### every teacher the right to teach”

**Purpose**

**“At Randal Cremer we believe in a unitary code of discipline that enhances a calm, happy and secure working and learning environment.”**

The aims below contribute towards fostering a positive and caring ethos where all children may develop to their fullest potential, both within our school and the wider community.

**Aims**

* To ensure a behaviour policy that is supported and followed by the whole school community.
* By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
* To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
* To encourage good behaviour by providing a range of incentives, recognition and rewards for children
* To ensure our whole school approach encourages and expects high standards of achievement both in work and in general behaviour.
* To define and treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

**Code of Conduct – School Rules**

When a child enters the school a home school agreement is signed by the Headteacher or Deputy, Parent/Carer and the pupil. Part of this contract is agreeing to abide by the school rules which are listed below. The Parent/Carer and child have a copy of the school rules.

**We follow instructions from all adults in our school**

* **We move in and around our school safely**
* **We use a quiet voice when speaking**
* **We take care of our own property, the school’s and that of others**
* **We are polite to everyone**
* **We always tell the truth**
* **We never do anything to upset or hurt others**
* **We keep within the boundaries of the school for our own safety.**
* **We attend school regularly and punctually**
* **We do our best at all times!!!**
* **We work hard at keeping healthy!!!**

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

**Incentive Scheme**

A major aim of the school policy is to encourage all children to practice good behaviour by operating a system of praise and reward.

The Randal Cremer scheme is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort and/or for being caring, and for all aspects of good work and behaviour. When a child has reached 25 merit points = merit certificate

50 merit points = Bronze certificate

75 merit points = Silver certificate

100 merit points = Gold certificate

125 Randal Cremer pencil.

150 + Randal Cremer pen.

Reception and Nursery will be awarded stickers.

**Smileys** These are given to a class as a whole for working as a team, eg good lining up, coming into assembly sensibly etc. Whichever class has the most smileys at the end of a week is rewarded by an extra turn on the climbing frame or 5 minutes extra play.

In addition to this the class with the most smileys at the end of each half term is given a prize**.**

**A Star Pupil of the week** is chosen on a Friday. (One per class) Any member of staff may nominate a child.

Personalised Stickers will also be used to inform parents/carers about good behaviour or work.

In key stage 1 Golden time is also used as a means of reward.

**Lunchtime Behaviour Awards** are also given by the lunchtime staff and these are then counted up on Fridays and added to the total number of smileys for that class. Individuals may also be awarded stickers for good behaviour and these will be converted to merit points on returning to class.

Also individual certificates celebrating achievements will be awarded throughout the year, for example, when a reception child is able to dress him/her self for the first time, achievements in swimming etc.

Incentive stickers are available for all children. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

NB: Any rewards given out may not be taken off a child/class once given.

**Sanctions**

Sadly, there will be times when children behave inappropriately. Children need to be told where the boundaries of acceptable behaviour lie, as this is part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Each class has a BEHAVIOUR SHEET on which the teacher monitors the children for unacceptable behaviour. Below is the classroom plan that the teacher follows:-

**Offence Sanction**

**first offence Warning and dot against name**

**second offence mark X Reminder of imminent time out in class**

**third offence mark XX Working alone within the room for the rest/ remainder of the session (time out)**

**fourth offence mark XXX Working in another buddy class for the remainder of the session**

**fifth offence mark XXXX Sent to Head/Deputy for a letter to be sent home (slip must be returned)**

As part of phase meetings, behaviour sheets will be monitored, staff can discuss issues and ways forward. If there is still no improvement support/action will be put into place eg. A meeting arranged with parents, mentoring etc.

The following behaviours are those that staff have agreed are zero tolerance in the classroom or playground. They will result in the child immediately being sent to a member of the Senior Leadership Team.

Parents will always be phoned or written to.

3 such incidents in a half term are likely to lead to a 1 day exclusion.

**Zero Tolerance Behaviour**

* Physical aggression
* Verbal abuse including any language considered:
  + Racist
  + Homophobic
  + Insulting to someone’s gender
  + Insulting to someone because of a disability
* Not following an adult’s instructions
* Arguing with an adult
* Rudeness towards adults or other children
* Swearing
* Defacing or damaging any school property
* Stopping other children from working or being able to concentrate

There are some children who ‘are beyond’ normal behaviour management strategies. In these instances a child will have a Behaviour Support Plan which has been agreed with the parents, SENCO and Class Teacher.

**Detention**

Unreturned homework results in a detention where the child does the homework.

Unfinished work may result in a detention. (only if child has been off task)

Chewing gum/sweets.

Three crosses also results in a detention.

Detention may also be used as an opportunity to talk to a child about their behaviour and defuse any situations that may have occurred.

If a member of staff has 5 or more children in detention then they must come to detention and discuss their behaviour with them.

Children must have the opportunity to have a drink/go to the toilet when in detention.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal or racial abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely, particularly if the problem keeps recurring – straight to fifth offence.

**Procedures for Dealing with Major Breaches of Discipline (not in order)**

* If necessary a support plan/meeting with parents, and a discussion about the next procedure unless there is an improvement in the child’s behaviour.
* If the problem is severe or recurring then fixed term exclusion procedures may be implemented
* A referral to outside agencies
* Permanent exclusion after consultation with the Governing Body and the LEA
* Parents have the right of appeal to the Governing Body against any decision to exclude

**Lunchtime Supervision**

At lunchtime, supervision is carried out by the Supervisor and a team of experienced Midday Supervisors. The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisor and her team remind the children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to do time out from the activity. This usually takes the heat out of the situation. The Supervisor and her team keep a record of those who misbehave and these are passed onto relevant person in the form of a red card for poor behaviour which translates into a cross on the behaviour chart.

Midday supervisors also have yellow cards and these are given to children who are behaving well and contributing to the ethos of the school. These are given to the class teacher and translated into merit points.

Verbal or physical abuse will not be tolerated by any child!

A member of the S.M.T. is also on duty at lunchtime either in the dining-hall or in the school.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

During lunchtime and playtime it is essential that all staff are on alert and anticipating poor behaviour leading to prevention.

**Parents**

Parents can help by:

* recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
* discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
* attending Parents’ Evenings, parents’ functions and by developing informal contacts with school
* knowing that learning and teaching cannot take place without sound discipline
* remembering that staff deal with behaviour problems patiently and positively
* signing the Home-School Agreement Contract

Serious incidents are recorded in the incident or behaviour book. (The incident book is kept in the school-office; the discipline book is kept in the Headteacher’s office.)

**Incident Book** - This is used to record any incidents involving a child, or anyone employed in school, which results in personal injury or damage to property

These incidents are ones that may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

**Behaviour Book**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour.

**Intervention – Use of Physical Restraint**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident sheet should be filled in and the situation discussed with the Headteacher or Deputy Headteacher. (see attached – kept in office)

The Headteacher, Deputy Headteacher or SENCO will work with the member of staff and parents to devise a pastoral action plan to meet that child’s needs. This may include the involvement of other agencies – social services, psychological service etc.

**Behaviour Modification Policy**

At Randal Cremer most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children’s behaviour. These are used by all the staff.

**Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.**

**A wide range of rewards are used to reinforce positive behaviour. These can include:**

* **Change in classroom organisation**
* **Using different resources**
* **Rewards of stars/smiley faces on work, on charts and in special books**
* **Use of certificates, special stickers for such things as listening, being kind, helpful etc.**
* **Sharing good behaviour with other children/other classes**
* **Showing assembly**
* **Friendship stations at playtimes**
* **Peer mentoring**
* **Involving parents at an early stage to make an action plan together**
* **PHSE/Circle time/2nd step**

**By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.**