



Behaviour Policy

Review Date September 2021

Every Child, Every Chance, Every Day, Working Together



BEHAVIOUR POLICY

Review Date – September 2021

1. **INTRODUCTION**

At Crabtree Farm Primary School we believe that a whole school behaviour policy can only be effective if there is a partnership between all the various groups associated with the day-to-day running of a school. This involves teachers, teaching assistants, mid-day supervisors, office staff, students, parents/carers, governors and children all working towards the same objective – a safe, calm school.

2. **AIMS**

At Crabtree Farm Primary School we aim to provide an environment in which:

- 2.1 Children feel safe, secure, valued and educated.
- 2.2 Teachers and teaching assistants have the right to teach and children have the right to learn.
- 2.3 Children have access to a broad and balanced curriculum.
- 2.4 Children are encouraged to respect the rights and beliefs of others.
- 2.5 A sense of citizenship is instilled.
- 2.6 Children learn to recognise and understand the part they will play in the world as adults.
- 2.7 Children and adults alike have a firm understanding of the school behaviour policy that is consistent in its approach, with clear expectations for all.

3. **BEHAVIOUR IN THE CLASSROOM**

- 3.1 A set of classroom rules are clearly displayed in all rooms.
- 3.2 The rules are as follows:
 - We do as we are asked the first time.
 - We look at and listen to who is speaking.
 - We put our hands up for attention and do not call out.
 - We keep hands, feet and objects to ourselves.
 - We use quiet voices and friendly words.
 - We complete our work in the time given.
- 3.3 The class teachers will discuss the class rules at the start of a school year, clarifying their expectations of each rule.
- 3.4 Class teachers may also wish to add to these rules, agreed by the class.
- 3.5 If a child breaks a classroom rule or rules, Staff will use the sanctions identified in section 7.

4. **BEHAVIOUR OUTSIDE THE CLASSROOM**

- 4.1 As the children move within school they are expected to follow the classroom rules at all times.

- 4.2 During break-times and lunchtimes the children have access to the school playground.
- 4.3 The school playground is split into zones to ensure that different types of play can take place without impinging on others. (See Lunchtime Policy for further details of zones).
- 4.4 At the end of break-times and lunch times a whistle is blown twice and the children are expected to stand still on the first whistle and then, after the second whistle, stand in class lines before they enter the school with their class teacher. This ensures a calm start to each session.

5. BEHAVIOUR IN THE DINING HALL

- 5.1 There is a set of rules on display in the school dining hall.
- 5.2 These rules are as follows:
- We do as we are asked the first time.
 - We look at and listen to who is speaking.
 - We are always in the right place.
 - We keep hands, feet and objects to ourselves.
 - We use quiet voices and friendly words.
 - We eat our dinner sensibly in a reasonable amount of time and always behave sensibly in the dining hall.
- 5.3 If children do not follow the dining hall rules the Mid-day Supervisors (MDSAs) will use a range of sanctions, including keeping children inside.

6. REWARDS

- 6.1 The House Point system rewards children on a whole school basis.
- 6.2 All children will be designated to a house from Year 1.
- 6.3 All Staff can award, a 'House Point' at any time to reward children throughout the school.
- 6.4 Staff record the 'House Point', onto their class chart.
- 6.5 The house captains will be chosen at the beginning of the year from year 6.
- 6.6 During an assembly (virtually) the house captains will announce the progress of the houses and individual certificate awards.
- 6.7 Class reward systems may be used. These could include marbles in a jar, collecting pieces of a jigsaw, class points, etc.
- 6.8 Class teachers should decide reasons for gaining class points. These may include tidying up, lining up sensibly, co-operating with one another, reading regularly, etc.
- 6.9 The class teacher and children can collaborate in order to decide upon an appropriate class treat. These might be extra break, free time, extra PE, extra art, etc. depending on the interests of the children.
- 6.10 Stickers may also be used to reward children.
- 6.11 A whole school celebration assembly is called the 'Crabtree Stars' assembly.
- 6.12 This assembly allows class teachers to publicly praise identified children for a previously identified focus on work or behaviour during the preceding week.
- 6.13 Each half-term there is a special Crabtree Stars assembly called 'Crabtree Superstars'. This will reward children who have worked exceptionally hard

throughout the half term.

- 6.14 The school uses a postcard system, sharing good work and practice with the parents/carers.
- 6.15 Staff identify children who have excelled in a particular subject or who has greatly improved their behaviour on a rolling programme on a grid.
- 6.16 Postcards are then sent to the parents/carers without the prior knowledge of the children.
- 6.17 Some children may also require more specific individual reward systems in order to modify their existing behaviour.

7. SANCTIONS

- 7.1 The school has a devised set of steps to be followed should a child misbehave in the classroom.

For EYFS, these are as follows:

- (a) Verbal warning.
- (b) Thinking chair one minute.
- (c) Thinking chair three minutes.
- (d) Thinking chair five minutes.
- (e) Time out with the Deputy Head Teacher.(EYFS Phase Leader)
- (f) Time out with the Head Teacher.

For KS1 and KS2, these are as follows:

- (a) Verbal warning (name on board)
- (b) Time out in the classroom (tick next to name)
- (c) Time out in the 'paired' classroom with in the year group (to be recorded on SIMs)
- (d) Time out with the SLT/Deputy Head Teacher.
- (e) Time out with the Head Teacher.

- 7.2 All children are different, and a certain flexibility in the steps should be adhered to in order to match the individual child's needs. Therefore, staff should use their professional judgement as to which of the above steps should be used.

- 7.3 Classes will be grouped with the following:

- Wollaton Deer - Clough
- Lions - Magpies
- Adlington – Froch
- Maid Marion – Little John
- Trent - Loxley
- Panthers – Raleigh

A sand timer is available in each classroom. This timer will not be given until the child is calm.

- 7.4 Children who reach the last step of the classroom sanctions will be sent to the Head Teacher or be collected by the Head Teacher or Deputy Head Teacher.
- 7.5 More serious behaviour will result in immediate removal from the classroom by the Head Teacher. Any child sent to the Head Teacher will be logged on SIMs. A behaviour report will be pulled off for review every half term.
- 7.6 If positive Intervention (PI) is required it should only be carried out by trained

staff. It is only deemed appropriate if a child is hurting themselves, others or school property (or refusing to comply with an instruction relating to the safety of themselves or others). Where appropriate, PPE to be worn to protect staff. A PI form should be completed after the incident and logged with the Head Teacher.

- 7.7 If deemed necessary, children may be put onto 'report', where they will have to get their reports signed by staff throughout the day, commenting on their attitude and behaviour in the lessons and at break times, this would be discussed with the child's parent/carer prior to the report being put in place.
- 7.8 Children may be kept inside during break-time, 'Thinking Time', based on staff assessments. Examples of reasons why may include:
- inappropriate behaviour on the playground (eg. fighting, verbal abuse, inappropriate physical contact)
 - inappropriate behaviour in the classroom
 - continued failure to complete work/homework
- 7.9 If a child is repeatedly sent out of class (3 times), it is the teacher's responsibility to discuss this with the team leader and appropriate contact with the parents/carers.

8. EXCLUSIONS

- 8.1 Exclusions are used in school as a last resort and we recognise the importance of maintaining a continuous education for all our children.
- 8.2 However, there are circumstances where exclusions are necessary.
- 8.3 Fixed term exclusions are used for continued non-compliance, or where the health and safety of the child, staff and other children are compromised.
- 8.4 Personal Support Plans (PSPs) are put into place for any child at risk from permanent exclusion. These are written by the class teacher in collaboration with the school SENCO.
- 8.5 Permanent exclusions are avoided by the intervention of other agencies and support for the child. There are two situations where permanent exclusions may occur:
- As a culmination of previous fixed term exclusions - the current fixed term exclusion taking the child to a maximum of 45 days in an academic year.
 - As a very serious one-off incident, such as:
 - (a) extreme violence
 - (b) sexual assault
 - (c) bringing weapons into school (eg. knives)

9. HEALTH AND SAFETY STATEMENT

- 9.1 Violence in any form is not tolerated, neither physical nor verbal.
- 9.2 Where there is a danger to staff or pupils, the school's Handling Policy must be followed.
- 9.3 In specific cases, children may have their own handling plan.
- 9.4 All staff must be aware of any child in school with an individual handling plan.

- 9.5 Designated members of staff are trained in positive handling and de-escalation techniques.
- 9.6 If a child refuses to enter a classroom, or is wandering around the school, staff should contain the incident in as small a place as possible.
- 9.7 If a child leaves the school grounds during the school day without permission, the parents/carers and police must be informed.
- 9.8 Staff must not chase pupils as this could lead to greater danger.
- 9.9 If a member of staff is injured or struck by a pupil, they must complete a 'Violence to Staff' form and report it to the Head Teacher.
- 9.10 Photos should be taken of any injuries (on staff only, with their permission) and statements taken as soon as possible.

10. REVIEW

- 10.1 Acceptance of the Behaviour Policy implies a commitment to it.
- 10.2 A review of the policy will be undertaken in September 2021.

September 2020

Behaviour Policy Appendix for Covid-19 - May 2020

Introduction

Parents and carers must be supportive of the following, additional, **behaviour principles** put in place and the **adaptions to the behaviour policy** for the safety of children and staff here at Crabtree Farm Primary School, during the Covid-19 pandemic. Parents/carers **must** ensure that their child/children has a clear, age-appropriate understanding, prior to their child attending our setting.

Behaviour Principles

Children must:

- ✓ Follow altered routines for arrival and departure.
- ✓ Follow school instructions on hygiene, such as handwashing and sanitising.
- ✓ Follow instructions given by their teacher to remain in their 'bubble' at school.
- ✓ Follows rules on sharing personal items such as drinking bottles and school provided resources/equipment.
- ✓ Follow guidance on moving around school (using the one way systems).
- ✓ Only use the toilets and sinks that are signposted for their 'bubble'.
- ✓ Follow expectations about sneezing, coughing and tissue disposal.
- ✓ Tell an adult if they are experiencing symptoms of coronavirus.
- ✓ Follow new play and lunch time rules and altered times (no play equipment to be used).
- ✓ Not spit or cough at or towards any other person.
- ✓ Follow clear boundaries with staff – no physical close contact (hugging etc) except in situations where PPE equipment is required e.g. first aid incident. Staff will not be able to 'physically' support bringing children into school who refuse.
- ✓ Not bring any items in from home (excluding book bags, lunch boxes and a drinks bottle)
- ✓ Follow all aspects of the Crabtree Farm's current behaviour policy (updates are stated below)

Children who are not following **all** aspects of Crabtree Farm's Behaviour Policy including the behaviour principles listed above, will **not** be able to attend school during the current Covid-19 situation. We have very tight controls to make school as safe as possible and these controls must be followed by all, to reduce cross-contamination between 'bubbles', children and staff. If they are not followed or the child displays unsafe/challenging behaviour in school, then a call will be made home to parents/carers to discuss consequences.



Child Friendly - Behaviour Principles (Covid-19)

- ✓ I will wash my hands (for 20 seconds):
 - When I arrive in school
 - When asked by an adult
 - Before and after eating
 - After playtime
 - If I sneeze or cough
 - At least once an hour

- ✓ I will only play with my 'bubble' friends.

- ✓ I will stay in my classroom at all times. I will:
 - Only leave if I have asked to use the toilet.
 - Always use the same door to come in and out of my classroom.
 - Not enter the hall, office area, ICT suite, or any other classroom in the school unless accompanied by an adult.
 - Try to social distance.

- ✓ I will try to not touch my mouth, nose or eyes. If I sneeze I will 'catch it, bin it, kill it'.
 - If I do touch my face, or cough, I will wash my hands.
 - I will not cough, sneeze or spit in the direction of any other person.

- ✓ I will tell my teacher if I feel unwell.

- ✓ I will not share my pencil, drinks or food or any other equipment, which has been given to me. I will only use my equipment provided for me in my work pack or by my teacher.

- ✓ I will only use the toilet and sink assigned to my 'bubble'.

- ✓ I will not be able to hug, hold hands etc with any person in school. I will think of a fun way of doing a 'virtual hug' from a distance, which I will share with my friends or teacher.

- ✓ I will not bring in any items from home, other than my book bag, a named lunch box and water bottle, which must be washed before I can bring it back to school the next day.

- ✓ I will follow our school rules and behaviour principles at all time. If I cannot, then I understand that there will be consequences.

Signed (name):

Date:

