



## **CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL**

### **VISION STATEMENT**

Within the love of God together we live, learn, care and celebrate.  
For each other and for ourselves we aim for the best.

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## **Behaviour Policy**

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

<b>Written</b>	<b>September 2017</b>
<b>Reviewed</b>	
<b>Author</b>	<b>Headteacher, ratified by the Standards Committee</b>
<b>Next Review</b>	<b>September 2018</b>

The Behaviour Policy is based on principles that:

- Children respond best to praise, encouragement and reward
- Positive comments and response should be given wherever possible as opposed to the negative.

The whole school community is firmly committed to this philosophy. We believe that discipline is a joint responsibility of parents and school staff.

This policy should be read and understood in with reference to the following documents:

- Child Protection Policy
  - Anti-Bullying Policy
  - Online Safety Policy
  - Sex & Relationships Education Policy
  - Physical Intervention Policy
  - Equality Policy
- See Also:
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings
  - Keeping Children Safe in Education Sept 2016
  - Dealing with Allegations of Abuse against Teachers and Staff 2011
  - LA Escalation Policy

### **Rationale**

At Crockerton CE School we believe that it is everyone's responsibility to make sure our school is a safe and effective learning environment.

- It is the responsibility of all adults who work in the school to follow and promote this policy
- It is the responsibility of every pupil to recognise their part in following this policy
- It is the responsibility of all parents to support their child and the school in working together to achieve this.

### **Aims**

The aims of this policy are to set clear expectations for all staff and ensure consistent implementation. We want to:

- Ensure there is a consistent whole school approach to managing behaviour
- Create a secure and positive environment in which all children are valued and care, consideration and respect for others is at the heart of our community.
- Have the highest expectations of behaviour for all children, communicating this effectively to them at all times.
- Encourage children to take responsibility for their own behaviour
- Acknowledge that everyone has a part to play in our school community, are valued and should be listened to.
- Promote good behaviour through positive praise which will allow effective learning to take place and each child to realise his/her full potential.
- Create a positive learning environment where children can learn and teachers can teach.

Our School Rules are: **Be Kind, Be Safe and Be Responsible**

### **Expectations**

We have clear expectations of what is acceptable behaviour and good behaviour is positively encouraged and praised at all times. All members of the school community are expected to demonstrate care and consideration towards each other, respecting each other's feelings and possessions. Pupils, parents, teachers, support staff and governors all have a part to play in this process, encouraging good behaviour and challenging and changing unacceptable behaviour.

• Central to the ethos and life of the school are our six core values.

**Our Core School Values are:**



These values are modelled and threaded through the life and work of the school. They are revisited every year so that they understand their importance and have ownership of them. These values are discussed in class circle time as well as our Collective Worship.

### **Promoting Good Behaviour**

The school promotes and endorses good behaviour in a variety of ways. These include:

- School Core Values and Worship Values
- Drawing up and sharing of our school/classroom rules at the start of each school year and revisiting them as necessary.
- Demonstrating, explaining and highlighting good behaviour across the school including Worships, circle time and through our PHSE curriculum.
- Sharing and enforcing classroom/playtime/lunchtime rules
- Recognition, highlighting and celebration of positive behaviour around the school
- Verbal praise and encouragement for children to take responsibility for their own behaviour choices
- Constructive feedback, time and help for children to articulate their feelings, respond, and discuss reasons for the choices made, so that they are understand how they can make better choices/the right choice.
- Particular recognition of good behaviour from Head/Deputy
- Communicating our expectations to parents through newsletters and our Behaviour Policy which is kept updated on our website

### **Rewards**

**Children following these rules can expect:**

- Praise
- Stickers
- House points through Class Dojos
- Head Teacher's Certificates
- To be congratulated and celebrated in School Worships, Celebration Assemblies or in the Newsletter.
- A Headteacher's special 'postcard' for excellent contribution towards the life of the school.

- 'SPOTTED'- children are spotted by staff and pupils being positive role models. A coloured spot is displayed around the Main School entrance area.
- Stars will be given for special work and contribution *above and beyond* the normal expectation. Bronze, Silver or Gold Badges will then be awarded in recognition of a number of stars achieved.
- The Headteacher is always happy to give children a 'special' sticker.

A 'House' system is in place. The child will remain in their nominated 'House' throughout their time at Crockerton.

Any additional rewards that staff may wish to give in recognition of special achievements should reflect the school's policy on 'Healthy Eating' (i.e. no sweets or chocolate).

### **Sanctions**

The school has a hierarchy of sanctions (5 Steps) to deal with unacceptable behaviour. Guidance is given to all staff to ensure that sanctions are applied consistently and fairly. Staff will regularly to review practice and ensure consistency of approach.

The consequences for inappropriate behaviour follow our 5 Step System for Behaviour:



If a child receives 2 behaviour logs in a week, the parents will be contacted.

This will also be followed, although adapted slightly, during outside learning and play times.

Within the Christian ethos of the school, forgiveness is fostered and the acceptance that none of us are perfect, therefore each day is a fresh start though consequences for the misbehaviour may still need to be followed.

### **Unacceptable Behaviour**

There is no place in our school for deliberate actions which hurt another. Bullying, vandalism, theft, rudeness to adults or bad language in the school community will always be addressed.

Unacceptable behaviour also includes any negative behaviour towards or around the protected groups outlined in our Single Equalities Policy (see policy for further details). There are different procedures depending upon which group is involved (e.g racial incidents are recorded and reported in a particular way)

The school actively works to promote British Values. Under the PREVENT guidance of 2015, school staff have been trained to be aware of the possible radicalisation of pupils through various sources. Staff will be vigilant and report any possible behaviour/ attitudes/ discussion/ language which falls under this remit to the named Designated Safeguarding Lead in school. There is more detail of this process in our Child Protection Policy.

### **Persistent/ Challenging Behaviour**

Should a child be preventing their class from learning, involved in bullying, racial abuse, vandalising property or defying an adult they will be removed from the classroom and sent to the headteacher/ deputy headteacher and parents will be informed. On rare occasions, it may be necessary to remove the class for their own safety for a short time while any incident is dealt with safely. Internal removal (where a child is removed from their class/break times and taught separately in a different area of the school for part of a day) may be used at times. Parents will always be contacted in this event.

If there are particular or ongoing concerns over a child's behaviour, then the SENCo will be alerted who will monitor/offer support in the first instance. This will involve:

- ✓ Meeting with parents to discuss behaviour problems
- ✓ Maintaining a behaviour log within the classroom
- ✓ Establishing the use of a home/school diary, working in partnership with parents to monitor and evaluate behaviour

The expectation is that parents will co-operate and work in partnership with the school to support their child in improving his/her behaviour and will work with them to do so, including signposting to external sources of support such as school nurse, PSA's, parent support groups. The school may also call upon external agencies such as behaviour support, paediatrician or educational psychologists where appropriate.

### **Exclusions**

Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Head-teacher has the right to exclude a pupil. Exclusion will be enforced when other pupils or members of staff are deemed to be seriously affected by that pupil's presence in school.

- Fixed term exclusion (for a given period)
- Permanent exclusion

The exclusion of a child will follow the guidelines set down in Section 68 of the Schools Standards and Framework Act 1998 and Chapter 6 of the DFES Circular 10/99 Social Exclusion: Pupil Support. Arrangements will be made for work to be sent home during the period of exclusion. Parents will be notified of their right to appeal.

Exclusion from Crockerton School is a punishment. The parents, guardians or child minder need to support the school's decision and according to recent legislation, the child must not be found in a public place during the exclusion period or parents may be subject to a fixed penalty notice.

The school will supply the 'carer' with work that the child should complete in order that time out is not perceived by the child as an 'easy option'.

### **Fixed Term Exclusion**

For between 1 and 15 days depending on the seriousness of the offence.

- The parents of the pupil will be informed that the pupil has been excluded and why. This will be done immediately by telephone if possible and then confirmed in writing. Parents will be informed of the period of exclusion and the reason for it. A proforma will be sent to the Chair of Governors and the LA.
- The parents will be informed in the letter, that they may make representations about the exclusion to the Governing Body. Parents have the right to attend an exclusion meeting with governors and the letter will tell parents who to contact and will invite them to write asking for a meeting.
- If parents reply saying they wish to meet with the Governors a meeting will be set up preferably on the day the pupil returns to school. They may bring a 'friend' to the meeting to support them. The purpose of this meeting is to explore the support that the school and the parents need to give the child to help improve his/her behaviour and for the parents to raise any concerns with the governors.

### **Returning to School**

When the excluded pupil returns to school, there will be a 're-entry' interview with the pupil and his/her parents, class teacher, Head-teacher and possibly a governor.

Both the school and the parents will agree the support the child needs to help improve his/her behaviour and if necessary a 'Behaviour Plan' will be drawn up between the School, the family and the pupil.

### **Permanent Exclusion**

This will result for very serious breaches of the behaviour code or continuous flouting of the code, which would seriously harm the education or welfare of the pupil or others in the school if s/he were allowed to remain.

- The school will inform the parents by telephone that the pupil has been excluded and why, and will be asked to collect the pupil from the school. The exclusion will be confirmed in writing. Proformas will be sent to the Chairman of Governors and the LA.
- The parents may make representations about the permanent exclusion to the Governing Body who will set up a meeting of their Disciplinary Committee (consisting of 3 governors) to review the case. An LA representative will attend this meeting. All paperwork, including witness statements, will be sent to all involved in the case prior to the meeting.
- The Disciplinary Committee will decide to either uphold the Head-teacher's decision or rescind it. If it is upheld the parents have the right to appeal to the LA.

### **Bullying**

More detailed clarification of this is given in our Anti - Bullying Policy.

Our school recognises this as a 'conscious desire to hurt, threaten, frighten or exclude someone'. This may take the form of physical or verbal (direct/indirect). This behaviour is repeated over a sustained period STOP (Several Times On Purpose). This bullying may be carried out by individuals or a group of children. We recognise that bullying can and does happen. Bullying in any form is not acceptable in our school. Children need to know they can tell an adult and that their concerns will be listened to/dealt with/addressed.