



# The Crescent Primary School

## Behaviour Policy

### **Section 1: Overview**

The staff and Governors at The Crescent Primary School are aspirational and have very high expectations of behaviour. We are a values-based school meaning all behaviour management in the school is intrinsically linked to the six School Values that were chosen by the whole school community:

<i>Respect</i>	<i>Responsibility</i>	<i>Determination</i>
<i>Honesty</i>	<i>Kindness</i>	<i>Creativity</i>

Our school values weave into the fabric of school life, providing children with a mirror for decision-making, and a reason for their actions and behaviour. In making choices about how to act and how to behave, children first become familiar with, and then become guided by these core values. These provide greater aspiration than school rules, since every child (and adult!) can strive towards showing higher levels of these qualitative values.

Our aims are:

- We will strive to create a positive climate in which pupil's self esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- The Crescent is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour.
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families, are given appropriate support.

All behaviour both positive and negative is addressed through our Values. The reason for this is that we want children to compare what they do with the Values of our school.

### **Encouraging personal responsibility**

Through a values-based approach to behaviour, we aim for children to take responsibility for their behaviour and manage their emotions, so that they can grow up to be confident, successful and responsible adults. Enabling children to take responsibility for their behavioural choices protects the learning and teaching rights of others.

Each class provides an area for children to 'cool down.' This is a place for children to choose to 'cool down' independently if they feel they need to and in such instances children will be praised for showing the value of Responsibility if they have genuinely chosen to control their frustration, anger or heightened emotions. Breakfast & After School Club, and the playground also have cool down zones.

## **Section 2: Managing Positive and Negative Behaviour**

### **Positive behaviour**

1. We believe that rewards are motivational, helping children to see that good behaviour is valued. The most common reward is praise and adults will be consistent in 'spotting' and rewarding well-behaved children. There is also regular reference to School Values in our day-to-day language: E.g. *'Well done you showed kindness by helping another member of your class'* and *'Thank you for being respectful and holding the door open'*.
2. Positive behaviour is acknowledged daily through Values Star Awards, which are given out each day by all members of staff to acknowledge children's positive behavioural choices.
3. Each class uses a Crescent Learning Star chart to reward good learning behaviour during lesson times. Children therefore have opportunities to gain dojo points and earn a Learning Star medal throughout each day.
4. Values Assemblies take place at the start of the week and focus on a different value each week. Values Star of the Week certificates are given out at the end of the week by all classes to a specific child who has excelled in showing school values.
5. Exceptional piece of work will be rewarded with a 'glitzy witzzy' sticker, given out by members of the Senior Leadership Team. 

### **Inappropriate behaviour**

Since we promote positive behaviour in a climate of praise and encouragement, most of our pupils will rarely need sanctions. However, where inappropriate behaviour occurs, it is always challenged and supported through a restorative, reflective approach, rather than punitive approach to behaviour management. We aim to change any negative behaviour, not tolerate it, and all staff are aware that it is the inappropriate *behaviour* that is challenged, not the child.

The Stages to Behavioural Intervention are as follows:

#### **Stage 1. Warning with Reflective Questions**

All Low-level disruption is challenged discretely outside of the classroom and away from other children using a set of reflective questions. Before the questions are asked the child is first offered the opportunity to use the 'Cool Down Area/Table' with the intention that the child will manage their behaviour.

Any low level disruption that does not follow the school values constitutes a Warning, for example:

- *Not showing respect* by talking over an adult / other children, by not following instructions straight away or by answering back.
- *Not showing responsibility* by not focusing on learning or by running in the corridors
- *Not showing kindness* by hurting someone else's feelings.

The Warning process can involve asking 'responsibility taking' questions to the child, for example:

1. What has happened?
2. What mistakes did you make? (Don't ask why?)
3. What could you have done differently?
4. Who was hurt / affected?
5. Which school values have not been followed?
6. What happens when you break our values?
7. What do you want to do now?
8. How can *you* help yourself to improve for next time?
9. Is there anything *we* can do to help you?
10. What will happen if you disrupt again?

Once a child has had their inappropriate behaviour pointed out, we do not expect them to continue with it. However if necessary all staff will proceed to stage 2

### **Stage 2.**

Any second incident of low-level disruption that does not follow the school values constitutes a Stage 2 consequence. Children will again be offered the opportunity to 'Cool Down' and could again be asked the reflective questions away from their class. A Stage 2 consequence could involve a reprimand, removal from the group/class, withdrawal from a particular lesson or peer group, prevention from participating in non-curriculum activities, for example a school trip or sports event or removal of break or lunchtime privileges

### **Stage 3.**

A further incident of low-level disruption despite already having a stage 2 intervention, or any major disruption of class / or serious violation of school values such as swearing, stealing, biting, throwing, or high-level defiance constitutes a Stage 3 consequence.

Children will again be offered the opportunity to 'Cool Down' and could again be asked the reflective questions away from their class. A child receiving a Stage 3 consequence will be sent immediately to talk with a member of the Senior Leadership Team. A Stage 3 consequence could involve a daily report, restorative actions, a variety of forms of detention, for example a social skills behaviour preventative programme, parental involvement, loss of privileges or internal exclusion.

### **Stage 4 External 'fixed term' exclusion**

We aim to not externally exclude any pupils: incidents of external exclusion are exceptionally rare and are extremely serious. They are at the discretion of the Executive Head teacher, in which case the school Governing Body will be informed.

A Fixed Term exclusion occurs when there is any major disruption of class or serious violation of school values that puts the child or others at risk, for example an assault on a member of staff, an attack on another pupil or causing significant damage to school property. A Fixed Term Exclusion may also occur if incidents that received Stage 3 consequences.

A Fixed Term Exclusion letter is written to parents/carers and parents/carers are called to collect their child.

At the end of the Fixed Term Exclusion a **Pastoral Support Programme** is written for the child and discussed with parent / carer. It involves SMART targets for children, who meet at the end of each day with a member of the Senior Leadership Team to discuss each day's progress. This highly personalised individual timetable may include additional support from the Lighthouse Team, Counselling or Family Support as well as the involvement of external agencies where relevant. It will be reviewed on a two-week cycle where new targets will be set.

### **Stage 5 Permanent Exclusion:**

Very serious incidents can result in a permanent exclusion at the discretion of the headteacher.

## **Section 3: Further Support**

### **Lighthouse**

Identified vulnerable children will be supported in/out of class to prevent any further escalation and build confidence in their ability to manage their behaviour and responses. This includes the **Lighthouse nurture room**, serving all of our children. The aim of the provision is to support some of our most vulnerable pupils by building their confidence and self-esteem. There are also Theraplay sessions delivered by trained specialists.

### **Parents**

Developing a set of skills and attitudes that prepare our children for the modern day world is an important responsibility shared between parents and school. We will always try to work with parents. We need their support and involvement in

the implementation of this policy. Good behaviour is the result of a positive partnership between home and school; the standards set at home and school should complement each other.

If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school for a discussion. It may be that sanctions outside school, such as being grounded for an evening or missing a set time of television or use of technology may help to reinforce sanctions being used at school.

If parents are having problems with their child's behaviour we are always happy to discuss these with them and offer advice or suggest where extra help may be available. Successful strategies in the past have been the use of a home/school contact book or scheduling regular meetings with parent(s) and child to review and discuss their progress and behaviour. However if more help is needed, our staff team includes a specialist Pastoral Support Teacher ready and willing to work with parents to help improve and resolve issues at home.

### **Physical Intervention**

We will make every effort to avoid confrontational situations by using positive language, giving children choices and by building up their self-esteem. Children will also be familiar with cool down zones in and around the school. In the event that a child is hurting themselves, another child or damaging property all staff have a legal duty of care to intervene. In the case of a non-emergency, the trained staff, who have specific up to date training at this school, will be called to look after the pupils, commensurate with the level of care required. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow specific guidance (see Appendix 1). All positive handling scenarios must have at least two adults present, be witnessed by a member of Senior Leadership, and all will be logged by the Behaviour Team.

### **Bullying**

We accept that children do not always get on together and will have likes and dislikes amongst their peers. It is important to encourage children to resolve their own differences in a reasonable and amicable way. When their peer groups are not treating a child reasonably then it is appropriate for teachers and supervisory staff to intervene. In some cases the unreasonable behaviour may be deemed bullying. Bullying arises in all school occasionally. Parents should be aware that any complaints about something that they consider bullying will be taken seriously. We will always follow up a complaint about behaviour that has been perceived as bullying. Children will also be aware that when bullying occurs it is right to tell a teacher or other adult and that action will be taken.

### **Equal Opportunities:**

The Behaviour Policy is implemented in accordance with the Equal Opportunities Policy. (

### **Monitoring and Reviewing**

This policy will be constantly monitored by all staff and governors and reviewed annually.

***Latest Policy Version Written September 2018***

***To be reviewed: September 2020***

## APPENDIX 1

### **Guidance on the use of Force to Control or Restrain Pupils**

A new provision came into force on 1 September 1998, which clarified the powers of teachers and other staff to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. In reading the following guidance it is important to remember that the numbers of situations, which require the use of some physical control or restraint, are extremely small. A child should only be restrained if they are in danger of hurting themselves or others. Without knowledge of the correct procedures physical restraint can be harmful to the child and adult, so those who have recent and specific training are the only members of staff authorised to physically restrain a child.

#### Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. These fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury
2. Where there is a developing risk of injury, or significant damage to property
3. Where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to cause injury and will not stop
- A pupil absconds from a class or tries to leave school (This will only apply if a pupil could be at risk if not kept in the classroom or at school) Examples of situations that fall into the third category are:
- A pupil persistently refuses to obey an order to leave the classroom
- A pupil is behaving in a way that is seriously disrupting a lesson. Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. If restraint is needed the adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration.

In an emergency situation teachers should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues.

Staff should NEVER:

- Hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe
- Slap, punch or kick a pupil
- Twist or force limbs against a joint
- Trip a pupil
- Hold a pupil by the hair or ear, or face down on the ground.
- Staff should always avoid touching or holding a pupil on areas of the body that might be considered indecent.

#### Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. The Head teacher will keep a record of all incidents. Immediately following any incident the member of staff concerned should tell the Head or Deputy and time must be made available to provide a written report as soon as possible.

The report must include:

- The name(s) of the pupil(s) involved, and when and where the incident took place
- The name of any other staff or pupils who witnessed the incident

- The reason that force was necessary (e.g. to prevent injury to the pupil)
- How the incident began and progressed, including steps taken to calm the situation, the degree of force used, how that was applied and for how long
- The pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil or member of staff and any damage to property It is also essential to inform parents of any incident involving the use of force or restraint involving their child and give them an opportunity to discuss it.

NOTE: This Act does NOT authorise the use of corporal punishment in any circumstances. Nor does it intend to encourage the use of inappropriate force.

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