

# Crow Orchard School



# Good Behaviour Policy

# GOOD BEHAVIOUR POLICY

## Crow Orchard Code

Our code is based on the principle that people matter and that productive relationships are at the centre of all that we do. Our aim is that all students should be able to achieve their potential in a safe and happy environment. They will acquire the self discipline that will make them good citizens of the future, able to lead fulfilling and satisfying lives. We expect our children to develop high personal standards and moral values, through a sense of responsibility and a respect for others. The message we communicate to everyone in our school is, "You own your own behaviour and it is your choice how you choose to behave."

Our school is a community of Governors, teachers, teaching assistants, dinner ladies, parents, pupils and other adults. It is the function of this school community, through a system of relationships, rules, rewards and sanctions to encourage and develop self-discipline within our children.



# Principles

At Crow Orchard we believe in promoting positive behaviour. Our aim is to teach children the right and appropriate way to behave.

Our Good Behaviour Policy is based on the following factors:-

- Golden Rules
- Consistency
- Good Relationships
- Respect
- Choice
- Curriculum
- Rewards
- Logical consequences
- Strikes



## The Golden Rules

The school rules were devised by the schools council in consultation with their peers. There is one set of rules that is used throughout the school. They are clearly visible in every classroom and central areas. All children are taught the rules and to understand the importance of following them to create a safe and happy environment. **(See Appendix 1)**

## Consistency

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children know the rewards and sanctions that are in place. All children are treated equally and fairly. Children with additional needs will be disciplined according to their requirements. Staff have regular meetings to discuss behaviour management and ensure that consistent practice is maintained.

## Relationships

We firmly believe in developing excellent relationships at Crow Orchard. This is the basis for a productive school where all can work together profitably. Relationships between staff and pupils must be built on trust and respect. Children are taught the difference between right and wrong and through positive relationships this is incorporated into all that we do.

## Respect

We aim to develop a culture of respect where all stakeholders are in full agreement of the code of respect required within school.

- We treat each other with respect in the way we communicate.
- The school building and every thing in it is treated with respect.
- Everyone sees the importance of respecting other people's feelings.
- Children are taught the need to have good manners and be polite at all times.

## Choice

Children are taught to take ownership of their behaviour and to understand the importance of choice. We aim to make them realise that they own their own behaviour and they choose how to behave.

## Curriculum

The importance of an appropriate curriculum is crucial. We differentiate according to children's abilities, realising the frustration that can be caused when work is too hard or too easy for a child. Learning needs to be fun and we believe in a creative curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is seen as crucial to promoting good self discipline.

## Rewards

The school has a clear system of rewards which are used to encourage good behaviour.

## Logical consequences

If a child has not behaved appropriately or broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This will be directly related to what they have done and will help them to learn how they can put things right. This links to the restorative approach which teaches children to see the results of their actions and how they need to make amends. (Examples of logical consequences can be seen in **Appendix 2**)

## Strikes

The school's Council decided there should be other sanctions for more serious behaviour incidents which the school would not tolerate. These are called 'strikes'.

A strike will be given for any of the following:-

- Offensive language or unacceptable unkindness to others
- An inappropriate act of violence against a child or adult
- Repeated logical consequences

(Appendix 3)

(Appendix 4)



## THE AIM OF THE GOOD BEHAVIOUR POLICY

### WHAT SHOULD OUR SCHOOL BE LIKE?

- Children to feel safe, secure and happy
- To show good manners
- School to be enjoyable for everyone
- High expectations from all staff - value good behaviour
- A positive learning environment which enables children to learn
- To be respectful to each other
- A clear set of school rules/code of conduct to underpin everything
- Support from parents
- Calm working environment
- Consistent approach to promoting good behaviour
- Clear and consistent approach to sanctions

### HOW GOOD BEHAVIOUR IS ENCOURAGED

- By the use of a quiet voice and a calm manner
- To aim to have a "No shouting school".
- Positive praise
- Leading by example - being a positive role model
- Offering meaningful rewards
- Recognising small achievements
- Make children feel special
- Recognising everyone's need to be heard
- Effective teaching and learning
- Access to a differentiated curriculum
- Consistent approaches for all children
- Clear boundaries
- Children need to understand what and why good behaviour is needed
- Zero tolerance
- Eye contact and smiling!
- Good communication between home and school - Home/school agreement

### HOW GOOD BEHAVIOUR IS REWARDED

- House points
- Stickers
- Smiles
- Positive praise

- Well done awards/Gold Cards
- Certificates
- Good work assembly
- Star pupils
- Positive comments to parents
- Celebrating good behaviour/success
- Golden time- class based
- Sent to another member of staff to reinforce success and praise
- Praise sent home- postcards, telephone call, letter, verbal

### **THESE ARE NOT ALLOWED IN SCHOOL**

- Trainers
- Jewellery (studs and watch allowed)
- Mobile phones
- Hoodies
- Sweets/chewing gum/chocolate/crisps
- Fizzy drinks
- Nail varnish/tattoos
- Make up/ hair braids/ coloured extensions
- Toys/trading cards
- Electronic equipment - iPods, MP3 players
- Dangerous objects

### **BEHAVIOURS NOT TOLERATED IN SCHOOL**

- Bullying
- Swearing
- Fighting/Pushing/pinching
- Refusal to follow rules/instructions
- Name calling
- Answering back
- Shouting out, shouting at children and all staff
- Running through the building
- Lying
- Moving out of place without permission
- Interfering with others belongings
- Dropping litter
- Lack of respect

## WHAT CHILDREN CAN DO TO HELP?

- Follow the golden rules
- Listen to others
- Follow instructions
- Be tolerant
- Assist peer mediators and understand the process
- Tell the truth!
- Show respect to one another and to staff
- Don't answer back or question
- Be responsible for their own actions
- Feedback to teachers when something happens, don't let it escalate
- Don't hold grudges - forgive and forget
- Walk around school calmly and quietly
- Look after their school
- Take responsibility for their own possessions

## WHAT CAN PARENTS AND CARERS DO TO HELP?

- Make sure your child is in school on time
- Ensure the child has everything they need for the day
- Tolerance and Respect to staff, children and other parents
- Support the school's decision
- Don't question the teachers decision in front of the child - follow appropriate channels of communication
- Ensure your child is clean and tidy, has had breakfast and has had a decent nights sleep
- Attend parents and IEP meetings
- Support the school rules even though they are different to home rules
- No parents in school till 8.45am
- Parents to understand that appointments may need to be made with class teachers outside of normal teaching hours
- Label all clothes and other possessions
- Support the Parents Group and other fund raising events

## WHAT CHILDREN CAN EXPECT TEACHERS TO DO

- Be prepared to listen when things go wrong
- Question their behaviour without shouting
- Show respect

- Empathy - if and when needed
- Have a clean slate everyday
- Consistency
- Fairness
- Setting examples/being a good role model
- Provide a safe and enjoyable learning environment
- Deal with a situation when you can or tell the children when you will deal with it
- Help them work towards their full potential
- Encourage them to make the right choices
- Value them as individuals
- To ensure the Golden Rules are abided by
- Reward good behaviour as often as possible

## **PROCEDURES FOR DEALING WITH POOR BEHAVIOUR**

In Crow Orchard we believe that children should take responsibility for their own behaviour. If children have behaved inappropriately they will have to take a logical consequence to reflect on what they have done, how it has affected other people and how they can put it right. The consequence will be directly linked to the poor behaviour in order to teach them not to do it again. If there are serious incidents, a strike will be given as indicated earlier in the policy.

(Examples of logical consequences can be seen in **Appendix 2.**)

## **RESTORATIVE APPROACHES AT CROW ORCHARD**

When an incident has occurred where a child has behaved inappropriately the school has adopted a 'Restorative Approach' to help solve the problem. This will help children to take responsibility for their actions, whilst also making them aware of how their behaviour has affected other people. The school adopts a Restorative Approach to questioning.

(See Appendix 4)

## **Special Educational Needs**

As a fully inclusive school we are aware that behavioural needs may be linked to Special Educational Needs/ children who are looked after, or under Special Guardianship and we ensure that information and individual educational or behavioural plans are taken into account before applying sanctions.

## **Chain of Responsibility**

We recognise at Crow Orchard that in the vast majority of cases incidents of inappropriate behaviour will be dealt with in the first instance by the adult in charge. Any subsequent or serious incidents will be referred to additional members of staff. (See Appendix 5)

## **Exclusion**

It may be necessary to exclude a child from Crow Orchard School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school, will have their own Individual Behaviour Plan (IBP) and also be having input from our Learning Mentor.

Although the senior management team and governors will make careful judgements about the exclusion of a child. If a child reaches strike 5 the decision may be made to undertake a fixed term exclusion. If they get to strike 6 this may lead to a permanent exclusion.

The Governors have also decided that no member of staff should have to tolerate deliberate, repeated acts of violence, which ultimately will lead to fixed term exclusion. (See Appendix 6)

If an exclusion is undertaken the school will follow local authority guidelines and appeal procedures.

## **Outside Agencies**

There may be occasions when the school needs to seek help from outside agencies and there may be specialist work undertaken with groups or individual children. If this was the case parents would be fully informed and involved in the process.

# Crow Orchard Golden Rules

We are kind and respect one another.

We listen carefully.

We let teachers teach and other children learn.

We move sensibly through the school.

We keep hands feet and objects to ourselves.

We look after our school and everything in it.

## Appendix 2

### CROW ORCHARD GOOD BEHAVIOUR POLICY

#### Examples of possible logical consequences for inappropriate behaviour

EXAMPLES OF INAPPROPRIATE BEHAVIOUR	LOGICAL CONSEQUENCES
Shouting out/swinging on chairs/ not lining up quietly	Individual warning- time off playtime to reflect Made to line up in another line- repeated to line up for a day with another class
Running in school Playtime behaviour	Made to go back and review of school rule Stands on the wall/ walks with teacher adult/ sent in to the hall- if repeated loss of own time and jobs to be completed/ writing about good behaviour
Disturbing assembly	The following assembly sit with another class, e.g. KS2 sit with KS1
No PE/swimming kit in school	Warning given. Repeated and letter sent home. If continues contact parents.
Not looking after school equipment	Tidy classroom in own time, clean rulers, sharpen pencils, pick up things off the floor
Non school items brought into school	Removed from child and kept by teacher for the day- reminded to not bring into school again. If repeated contact parents
Jewellery	Asked to be removed and kept safely in tin in HT's room till end of the day
Answering back and arguing with adult/ Speaking rudely	Warning- then kept in during own time to write apology and reflect about actions/ do jobs for the adult/ lunchtime write apology and do playground jobs
Bad language	Loss of own time and writing about what is and isn't appropriate/ repeated language report to parents
Misuse of toilets and areas of the school	Made to clean up in own time and given responsibility for looking after this area
Making fun/teasing	Reflection in own time/ written apology/ time to apologise and make amends
Deliberate disruption of lessons/distracting others	Moved to sit on own/ loss of own time and completion of work in own time/ jobs for teacher who has had teaching disrupted/ if repeated sent to other class
Hitting/kicking	Loss of own time/ letter of apology/HT or SMT informed/ repeated action parents informed and increased length of loss of own time
Refusal to carry out instruction	Report to HT/ loss of own time and jobs to be undertaken for who refusal was made
Bullying	HT involvement/parents informed/child monitored by staff- buddies
Stealing	HT involvement/parents informed/child to return stolen items and written work to understand significance
Vandalism	HT involvement/parent informed/ payment for repairs/jobs undertaken in own time linked to vandalism, i.e. cleaning
Racial abuse	HT involvement/ parents informed/LA informed/research in own time into racism
Refusal to carry out sanction	HT involvement/parents informed/loss of club or activity/ record book

# STRIKES

## A strike will be given if:-

1. A pupil uses offensive or sexual language or demonstrates unacceptable unkindness to others.
2. An inappropriate and deliberate act of violence against another pupil or adult.
3. A pupil who has repeated logical consequences.

The child is given a clean start at the beginning of each full term, however if they behave consistently well for a complete week the child can lose a strike. This is undertaken to show the child that positive behaviour is rewarded and recognised.

## (Appendix 4)

### **Strikes-Adult involvement/ consequences/ recording**

#### **Strike 1**

School deals with the issue internally.  
The child will lose all of play time/ lunchtime the following day.  
The child's name and strike 1 will be recorded on a board in the staff room.

#### **Strike 2**

The parents are informed (a report book may be set up)  
The child misses two days of play time/lunchtime.  
The child will not be allowed to attend an extra-curricular activity the week they received the strike  
Learning mentor input.  
The child's name and strike 2 will be recorded on a board in the staff room.

#### **Strike 3**

The parents/ child and HT are involved. (SL in absence of the HT)- daily report book  
The child misses three days of playtimes/ lunchtimes.  
The child will not be allowed to attend an extra-curricular activity the week they received the strike  
Learning mentor input.  
The child will miss a school treat or be excluded to another classroom for a day.  
The child's name and strike 3 will be recorded on a board in the staff room.

#### **Strike 4**

The parents/ child and HT are involved.  
(SL in absence of the HT)- daily report book  
The child misses a full week of playtimes/ lunchtimes.  
The child will not be allowed to attend an extra-curricular activity the week they received the strike  
Learning mentor input.  
The child will be isolated in class for the week (not allowed to sit on table with other pupils)  
The child will be isolated from peers at lunchtimes.  
The child will miss a school treat or be excluded to another classroom for a day.  
The child's name and strike 4 will be recorded on a board in the staff room.

#### **Strike 5**

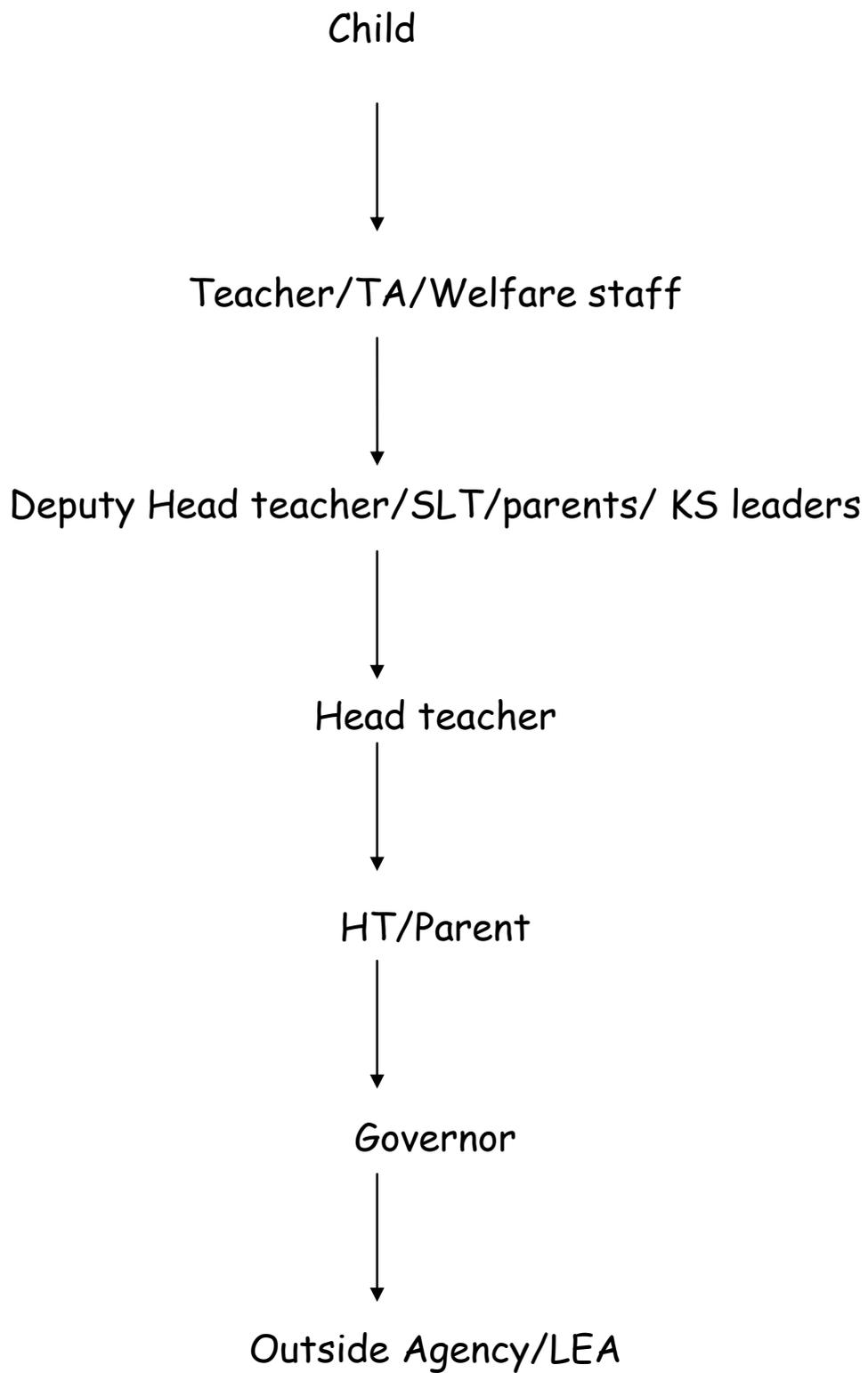
Fixed term exclusion

#### **Strike 6**

Permanent exclusion

(Appendix 5)

Chain of Responsibility



## Appendix 6

### GOVERNORS RULING (26.03.15)

The Whole Governing Body agreed at the termly meeting on 26.03.15 that, no member of staff should have to tolerate repeated acts of violence, for example: kicking, hitting, biting, pinching, scratching or deliberately having objects thrown at them, from any child at Crow Orchard School. Should this happen it will lead to immediate fixed term exclusion from school.