

2019

# CCPS-Behaviour Policy



Crickhowell Community  
Primary School

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CCPS

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# Behaviour and Discipline Policy

## Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way so that they become **considerate** citizens. It aims to promote a secure environment where everyone feels happy and safe.

The primary aim of our behaviour policy is not a system of enforced rules; it is designed to promote, teach, reward and reinforce these positive behaviours and values in our children: **appreciation, hope, tolerance, co-operation, caring, friendship, patience, honesty and responsibility.**

The school expects every member of the school community to behave in a **considerate** way towards others, treating all children fairly and applying this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will help develop an ethos of kindness and co-operation. This policy is designed to **promote** good behaviour, rather than merely deter negative behaviour.

## Rewards and Sanctions System

Every class has 'green to be good' card in a pocket with their name attached. Each child begins a new day on 'Green to be Good' behaviour. If, during the day, in lessons or at break time, a child has to be warned of inappropriate behaviour, or has broken a school rule, as developed by the School Council, a **stop and think** warning card is displayed over the top of the green card or on the pupil's desk. This gives the child time to reflect, consider and review their behaviour. **If**, the child continues to behave in an acceptable way for the rest of the session, the card is removed. **However**, if the behaviour continues a **yellow** warning card is issued and there will be a consequence.

The rules and consequences have been discussed and agreed with the School Council, agreeing with them, the types of behaviour they find makes it hard for them to do their very best and enjoy school.

**Yellow** represents low level disruption, not being kind, not being focused. **Examples could be; talking when a teacher is talking, persistent low-level distraction, stopping others working, running in a corridor, being noisy in line when walking around school, pushing in the dinner queue.** If a child is awarded a Yellow, then they lose 5 minutes of golden time and/or playtime. If a child receives **3** yellows in a week then the class teacher must inform the Headteacher and/or Deputy Headteacher before discussing the matter with parents. One yellow card means the pupil loses 5 minutes of golden time, two yellow cards means the pupil loses 10

minutes of golden time. Pupils will go to their golden time groups, with a card to indicate they have to sit out the activity!

**Red** represents serious incidents of unacceptable behaviour – *swearing, fighting/purposely hurting, refusal to comply / rudeness, vandalism*. If a child receives a **red** then they miss playtime and lunchtime, that day or the following day, if the incident takes place in the afternoon. They will have to visit the Headteacher and/or a member of the SMT, before discussing the matter with parents. If the child is deemed a risk to their own or other child's safety or if the incident has been severe then they may also be required to miss playtimes and lunchtimes for an extended period and could be sent home for lunchtimes(disbarred) and incur a half day exclusion, if considered a risk to themselves or others.

The 'Green to be Good' Code is an integral part of our school; it runs through everything that we do. The code promotes positive learning behaviours for children to aspire to learn about, develop and apply independently in all lessons across the curriculum. It is prominently displayed in all classrooms and key areas and successes are celebrated in Achievement Assembly, via the website and through texts home to parents.

Every day, class teacher record on a chart, the pupils who have been green all week and note the children who have warning cards, with the reasons. At the end of the week, certificates/awards are issued to children. At the end of each half-term, 'green all term' cards are issued to pupils who have remained on green. At the end of each term; a child who has remained on green, will be issued a 'good to be gold' card.

'Green to be Good' Values – rewarding positive individual traits The 'Green to be Good' Values consist of three individual traits that we aim to instil in each child so that they become empowered, life-long learners, who have the ability and adaptability to thrive in an ever-changing world.

The Values/learning characteristics are: • **Consideration** (I can work with others, look after our school and its pupils) • **Resilience** (I can recover from difficulty, overcome challenges, keep going) • **Ambition**(Always try to be better, try to do my very best, reach for the stars)

Opportunities are provided for children to learn about, develop, practice and apply the values through curriculum subjects, learning activities, extra-curricular and enrichment opportunities and opportunities at playtimes.

Children who have demonstrated positive use of the 'Green to be Good' Values will be celebrated in our weekly Achievement Assembly, via the website and through schoop.

Staff can also celebrate success and positive behaviours in a number of ways:

- Mention in the weekly newsletter
- Presentations in assembly
- Values cards sent home
- Weekly/termly award certificates

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own additional **classroom/Jigsaw** rules, which are **agreed** by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind, and as such has an Anti-Bullying Policy to this effect. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Lunchtimes**

At lunchtimes, all staff on duty will be issued a notebook to record any incidents of poor behaviour and examples of positive behaviour which reflect our learning values. These will be passed on the class teacher, at the end of lunchtime to deal with appropriately in line with the green to be good policy.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teachers treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner in line with our 'green to be good' policy. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and/or the Senior Leadership Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Head teacher and class teacher may also contact a parent if there are concerns about behaviour of the child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, subsequent actions and how these incidents have been resolved. Weekly behaviour charts are passed to the headteacher/SMT to monitor.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

The school, works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to use reasonable sanctions to punish a child; parents ***should support the actions*** of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If the outcome is still unsatisfactory, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed term and permanent exclusions**

Only the Headteacher or the chair of the governing body can authorise an exclusion. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently and it should be after all other available strategies have been tried and failed. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher can exclude in response to serious breaches of the school's behaviour and discipline policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

The Headteacher/SMT monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of bad behaviour. There may be a follow up with class teachers and where appropriate the Headteacher over any incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded, this is recorded and sent to the LA.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.