



HUSBORNE CRAWLEY LOWER SCHOOL BEHAVIOUR POLICY

At Husborne Crawley Lower School, we believe everyone has the right to learn in a happy and safe environment.

Vision Statement

“Providing a caring, happy and stimulating environment in which children feel safe and secure. Where children are encouraged to work to the best of their ability and to achieve the highest standards of which they are capable.”

AIMS

- To encourage a calm, purposeful and happy atmosphere within the school
- To help children, staff and parents have a sense of direction and feeling of common purpose
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued – ‘Finding Potential in Everyone’ is our school motto.
- To encourage independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety

Children's responsibilities:

- To work to the best of their abilities and to allow others to do the same
- To treat others with respect
- To obey the requests and instructions of the school staff
- To co-operate with other children and adults
- To abide by their school “Golden’ rules

Staff responsibilities:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment
- To use rules and sanctions clearly and consistently
- To be a good role model
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual and be aware of their needs
- To offer a framework for social education
- To act as role models for positive behaviour

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

What we do to encourage good behaviour:

- We make clear our expectations of good behaviour. (See class and school rules on display)
- We discourage unsociable behaviour by promoting mutual respect. (see Classroom and Playground Consequences)
- We encourage children to take responsibility for their own actions and behaviour.
- We set standards of behaviour through example.
- We praise good behaviour both privately and publicly. (Silver Book, House point system, stickers)

- We hold weekly assemblies to celebrate and reward children's achievements in both work and behaviour. (Friday Achievement Assembly, see Gold and Silver Books)

What we do if a child misbehaves:

- We explain what the preferred behaviour is.
- We ask them to stop misbehaving and remind them they make choices in respect of their own behaviour.
- We discuss incidents with the children involved and where possible we encourage children to try to resolve disagreements themselves, suggesting appropriate strategies for this.
- We encourage children to take responsibility for their own behaviour.

Repeated or persistent misbehaviour:

- If misbehaviour continues the following consequences will apply:-

Classroom Consequences

If you break the Classroom Rules:

1. First Warning – TIME OUT, in class or miss some playtime (at teacher’s discretion)
2. Second Warning – LOSS of GOLDEN TIME
3. Third and Final Warning – SENT TO HEADTEACHER, parents informed if necessary

Playground Consequences

If you break the Playground Rules

1. First Warning – TIME OUT, standing by the wall
2. Second Warning – RED CARD, taken in to give to a teacher and miss playtime, parents informed where necessary.
3. Third Warning – SENT TO HEADTEACHER, sanction decided by Head Teacher, parents informed where necessary.

Kicking or hitting anyone else will result in RED CARD

The use of restraint:

“Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil for doing, or continuing to do, any of the following:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- a. Any teacher who works at the school, and
- b. Any other person whom the head has authorised to have control of charge of pupils,
 - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - ii) Can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises –related staff) and unpaid volunteers (for example parents accompanying pupils of school organised visits).”

Within our setting, all staff employed by our school will use force as is reasonable in the circumstances for the purpose of preventing a pupil from doing the above.

Three members of staff are trained in Team-Teach positive handling methods (September 2016).

Team Teach aims: through positive behaviour support approaches and plans, with a focus on de-escalation, to actively reduce risk and the need for restraint; to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Bullying

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying. There is a separate bullying policy in school.

Appendix 1:

Misbehaviour	Sanctions	Personnel	Timing	Comments
Wandering about Calling out Interrupting teacher Interrupting other children Ignoring minor instructions Talking at the wrong time Silly noises Pushing in line	Eye contact Frown Verbal reminder Change child's seat Move closer to child Focus child on task Encourage to do task	Class Teacher	Immediately	If behaviour is repeated: Remind child of correct behaviour Explain why Ask if child has any problems Advise of further sanctions
More serious				
Not responding to requests to work Accidental damage through carelessness Cheek, off-hand comment Annoying other children Creating minor disturbance	Strong verbal reminder	Class Teacher Inform Senior teacher	Immediately	If behaviour is repeated, increase the amount of playtime missed.
Very serious				
Deliberate damage to school or other's Property Malicious physical contact Throwing Items in anger Refusing to do a task Challenge to authority 'Hitting Out' Offensive language Bullying incident Complaint from parent	Isolate in class Take child to Head Verbal report to parents Record the incident Apology sought	Head teacher / Senior Teacher	As soon as possible Same day	Begin Behaviour Log. If behaviour is repeated, formal written contact with parent. Seek advice from External professionals. Behaviour targets included on IEP. Modification programme started Possible Exclusion – Fixed term

Extremely serious				
Repeated aggression to other children Throwing dangerous objects Verbal abuse to staff Stealing Vandalism Persistent bullying Any other unwanted behaviour deemed to be extremely serious	Remove from class Immediate involvement of Head Record incident Meeting with parent asap	Head teacher / Senior Teacher	As soon as possible	As above Discuss behaviour modification Strategies involving child and parent Discuss involvement of other agencies Set up monitoring meetings Exclusion – Fixed term or permanent.