



# The Craylands School

## Behaviour and Discipline Policy

### Aims and expectations

- 1.1 Good behaviour allows for the children at Craylands to be 'happy together, safe together and learn together'; - it makes effective teaching possible. Every child has the right to learn but no child has the right to disrupt the learning of others. The Craylands Behaviour and Discipline policy (in conjunction with the school Anti-Bullying Policy) provides a framework for the creation of a happy, safe, secure and caring community where every member of the school community feels valued and respected, and each person is treated fairly and well.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, between all members of the school community, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community – teaching staff, support staff, parents, pupils and governors - to behave in a considerate way towards others, showing complete respect both in the school grounds and outside of school e.g. when using social media.
- 1.4 We treat all children fairly and as far as possible apply this behaviour policy in a consistent way. In the case of children with a disability (as defined in the DDA and Equality Act) we apply a differentiated approach based on the identified needs of individual pupils; the AENCO will support staff in identifying which children need a differentiated approach.
- 1.5 This policy aims to help children grow in a happy, safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school has high expectations for the behaviour of the children; some of these expectations are as follows:
  - Children should walk around the school building, including when walking up and down stairs
  - Children should line up quietly at the end of play times
  - Children should line up at the classroom door before break and the end of the school day quietly and sensibly
  - Children should walk in and out of assembly quietly
  - Children should eat in the dining hall with an appropriate level of noise
  - In class children will listen to the teacher when they are talking
  - In class, children will work sensibly and respectfully with others
  - Children will be expected to show courtesy and manners to all in the school
  - Children will treat equipment in the school respectfully
  - *Children will keep apart from each other at all times where possible*
  - *Children will remain in seats in class and not wander around*
  - *Children will line up with spaces between them*
  - *Children will follow the one way system around the school and not break this*
  - *Children will not go into the toilet if there are 2 other children in them*
  - *Children will keep equipment provided to them to themselves*



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- Children will cover their mouths when they sneeze or cough
- Children will ensure that they wash their hands at designated times

- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8 The school uses Craylearning alongside R.O.A.R. (Respect Others Act Responsibly) as a way to foster positive behaviours for learning. This encourages pupils to listen to others, enjoy finding things out, ask questions, research using books and the internet, never worry about making mistakes, extend your own learning, risk take and succeed using resources.

### Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:

- All staff congratulate children and celebrate success (in every form – acts of kindness, consistent effort, out of school achievements, very good pieces of work). Staff can be notified of out of school achievements through twitter or notes into school.
- [Class Dojo will be used to send positive comments to parents/carers related to their school work.](#)
- All staff award stickers and team points for success, improvement etc.
- The Head teacher and Deputy Head award “special” stickers to those children who have demonstrated effort, kindness, success or excellent work.
- A celebratory assembly is held each Friday to celebrate children’s success over the week in terms of those who have demonstrated the ‘R.O.A.R’ rules and those who have demonstrated Craylearning. Any child with a medal, trophy or certificate to share for achievements outside of school can request to show these in this assembly.
- A R.O.A.R. certificate is awarded each week to a child from each class who has shown respectful behaviour towards others.
- For a ‘R.O.A.R.’ award, pupils must show an element of one of the following:

Really good behaviour at all times; Everyone has the right to have fun learning; Safety at all times; Playing carefully; Equipment needs to be played with appropriately; Caring for all people; Talking using the correct words.

- Craylearner certificates are also given for classes, groups of individuals by the head teacher, deputy or the staff member leading the achievement assembly.
- As part of the weekly newsletter, information is sent home to parents/carers to celebrate those that received a Craylearner, R.O.A.R. award and weekly team point winners as well as any recognition of achievements outside of school.
- Pupils who demonstrate ‘Craylearning’ in a lesson or during the day may receive a ‘privilege card’ which results in 5 team points.
- Children who present their work neatly will be provided with a ‘Pride award’; they will receive a headteacher’s sticker and take the certificate home.



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- Pupils who receive less than a determined number of consequence cards a seasonal term (number changes depending upon the length of the term or according to a child's individual needs) and/or receives less than a determined number of warning cards for 'unkind behaviour towards others' in line with our anti-bullying policy, will have this achievement recognised and shared with parents/carers.
  - Any recognition of behaviour will include the length of time that children have not had anything other than green cards for.
  - Those children who remain 'green' all term will receive a certificate at the end of the term and will get a letter sent home; a special recognition will be given to those who have remained green all year long and this will be shared with parents/carers.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates children's achievement out of school; a section on the weekly newsletter is dedicated towards this.
- 2.3 The class teacher discusses the school's R.O.A.R. rules with their class at the start of each term to promote positive behaviours. In addition to the school rules, each class also has its own classroom code, which is 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. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.4 The school uses the 'Good to be green' behaviour system in the school to ensure a happy, positive and safe learning environment.
- Every child starts each school day with a 'green' card.
  - A child who has shown that they have been a 'Craylearner' throughout the day may be given a privilege card which will reward them with 5 team points.
  - For effective learning, children are expected to listen carefully to instructions in lessons. If they struggle with this, we ask them either to move to a place nearer the teacher, or to sit on their own if there is an available space.
  - As part of Craylearning we expect children to try their best in all activities and not give up easily. If a child has not shown Craylearning in their work, they may be asked to redo a task.
  - If a child is disruptive in class, the teacher issues him or her with a verbal warning.
  - If a child continues to disrupt the class and have already had a verbal warning, we issue them with a warning card. If the behaviour continues, a consequence card is issued which excludes the child from play for the following break time (a detention).
  - A consequence card may be issued immediately if:
    - A child places another child's safety at risk
    - A child who is unkind for no reason e.g. name calling, spreading rumours, taunting
    - A child physically injures another for no reason
    - A child uses inappropriate language
    - A child uses racist or homophobic language
    - A child who uses sexist language



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- A child is disrespectful or refuses to follow instructions given by staff members.
- A child deliberately sneezes on another child
- A child pretends to cough over others
- A child deliberately breaks social distancing and places hands in others faces
- A child refuses to wash their hands at the times asked to
- 
- All warning cards and consequence cards that are issued, are recorded in the class behaviour logs, with the date and reason given.
- Detentions are recorded in school and parents/carers are informed of the reason for the detention by a slip that is sent home.
- SLT track the number of cards being issued and to whom on a weekly basis in order to identify patterns or trends in class or individual's behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- Each class has its own diagram within it which explains the process of verbal warnings through to consequence cards (see appendix). This allows all pupils and staff to fully understand the procedures that the school has put in place.
- Children who receive less than the determined number of consequence cards and/or less than a determined number of warning cards for 'unkind behaviour towards others' will be recognised on a seasonal basis. The number of consequence cards/warning cards is re-set once the recognition has been given; any cards received at the end of the term will count towards the number allowed for the next term – this will ensure that high expectations of behaviour are expected at all points in the year.
- A child's behaviour will not be recognised if one of the following have happened despite not having any other cards:
  - They have had an internal exclusion
  - They have had a fixed term exclusion

2.5 EYFS have their own version of the behaviour system, using a traffic light system and positive behaviour is awarded with the rainbow sticker. This system is a simpler version of the 'Good to be green' system with children recognising that there is a warning before there is a consequence.

Behaviour logs are used to record when a child has been on the thinking and sad face. See appendix C.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder – this includes a refusal to follow instructions especially if the child will be left unattended in the school (Use of force guidance April 2012, England). Some staff have been trained in team teach to enable this to happen when needed; we will always endeavour to use staff who have had the team teach training however this is not a necessity to use reasonable force. All uses of team teach are then recorded. (See appendix Ai and Aii)



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### **Repeat offenders**

- 3.1 Children who receive more than a set number of consequence cards and/or warning cards for 'unkind behaviour towards others' per term will forfeit their seasonal recognition.
- 3.2 Children who receive more than the set number of consequence cards will be provided with further support to improve their behaviour; this could involve having a behaviour chart, a reward chart or being placed on a report system to ensure contact between school and parents. It is expected that improvements in behaviours can be rewarded and praised at home as well as in school.
- 3.3 Children who continually receive warning cards for unkind behaviour towards others are not contributing towards a respectful community. In line with our anti-bullying policy, we do not accept bullying of any kind and repeated unkindness towards others can be considered a form of bullying. These children therefore will not be invited to the respect assembly. They will be supported to improve their behaviour, through similar means to those who receive consequence cards.
- 3.4 Children with roles and responsibilities that promote good role models, including:
  - Head boy and head girl
  - Deputy head boy and girl
  - House captains
  - School council members
  - Prefect roles e.g music monitor, office monitor, bench monitor
  - Members of the school football team

who receive more than set number of consequence cards per term and/or receive more than the set number of warning cards for 'unkind behaviour', will have these roles suspended for at least three weeks, with the risk of them being removed permanently if their behaviour does not improve (no more consequence cards and/or warning cards for 'unkind behaviour towards others) in those three weeks.
- 3.5 Children who regularly receive warning cards should be monitored carefully and parents/carers should be spoken to regarding this behaviour to ensure that it does not escalate and can be addressed.
- 3.6 Further sanctions and support will be provided for those persistent offenders depending on whether the child is struggling on the playground or the classroom; these may include behaviour charts, social interventions, reduced timetable in the classroom, working in another classroom, removal or reduced number of play times, banning from school events e.g. film club, end of year parties, productions.
- 3.7 For those children who receive their consequence or warning cards for behaviour on the playground, a reduced timetable for playtimes will be set. For children who continue to struggle, they may be invited to a lunchtime group led by a member of staff to develop their social interactions in a small group. Lunchtime internal exclusions will be put into force and external exclusions will be used as a last resort for those children who are unable to behave appropriately at break times.



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### Bullying

- 4.1 The school does not tolerate bullying of any kind. (See Anti-Bullying Policy) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 4.2 If a child is discovered to be bullying another child, without there being any reservations, the following actions may be taken:
- The child will receive at least a consequence card resulting in a detention.
  - A meeting will be held between the bully and the child who has been bullied so that the victim can explain how they have been made to feel and the bully can apologise.
  - If the child has a role/responsibility which require them to be a good role model e.g. school council, team captain, head boy/girl then this will be permanently removed from them.
  - A meeting will be held with the bully's parents/carers – this meeting will be followed up with a formal letter.
  - If the bullying has occurred in the playground, the child may have a reduced break timetable put in place to allow the child who has been bullied to feel safe.
  - The bully will be placed on report for an agreed period of time – this contact book will be expected to be signed by the parents/carers daily.
  - Depending on the severity of the bullying, the child may be internally excluded or face a fixed term or permanent exclusion.
- 4.3 The school will ensure that any child who has been found bullying another child, will be provided with appropriate support to ensure that they stop. The child who has been bullied, will be provided support to ensure that their self-esteem and confidence has not been effected; this may be in the form of a happy chart.
- 4.4 The school recognises that a pupil who receives warning cards for regularly being unkind towards others but not unkind enough to warrant a consequence card e.g. pushing in front of others in line, refusing to hand over a glue stick may be demonstrating bullying tendencies and are not demonstrating respect towards their peers. A child who receives a determined number of warning cards per seasonal term for 'unkind behaviour towards others' will not have their positive behaviour recognised.
- 4.5 The Craylands School expects support from parents/carers of both those who have been accused of bullying and those who claim they are being bullied. We do not expect parents/carers to discuss these incidents through the use of social media as



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this can escalate situations; parents/carers will be asked to remove such messages if the school has proof that these exist.

### Pupil roles and responsibilities

#### 5.1 To follow the Coronavirus Care rules.

- washing hands when asked to
- following the one way system
- keeping a space between each other in lines
- following instructions given by staff
- staying in seat in class in y2 – y6
- covering mouth when sneezing and coughing
- not refusing to move
- not going into the toilets if there are 2 people in there already
- spitting and sneezing on others is not allowed
- Used tissues should be disposed of and hands washed after
- Water bottles not to be shared; to be kept on desks and not next to others
- Waiting in line when arriving at school, after play and lunch and not walking off independently
- Staying in zoned area during any playtime and not mixing with other groups

5.2 To promote positive behaviour and good role models, children will have the chance to stand for head boy, head girl, deputy head boy and deputy head girl. There will also be the chance for children to stand for team captains. The children will have to explain why they feel they would make good role models and the school or class will have the opportunity to vote democratically.

5.2. In order to retain these positions, children will be expected to demonstrate high expectations of behaviour. The positions can be taken away from the children, at the head teacher's discretion for the following reasons:

Anti-social behaviour demonstrated outside of school as reported by members of the community; this is in line with *'Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school'* – *Behaviour and discipline in schools, January 2016.*

Involvement in the bullying of another child/children.

Being internally or externally excluded.

Not improving their behaviour when suspended for receiving more than the number of consequence cards set for the 'respect' award at the end of the seasonal term.

Being disrespectful to select staff members e.g. midday meal supervisors.

### The role of the class teacher and support staff

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



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- 6.2 It is the responsibility of all staff to ensure that the school rules are being followed by pupils at all times of the day, in all school environments e.g. playground, dining hall, class room. Staff should expect the following from the children at our school: The school has high expectations for the behaviour of the children; some of these expectations are as follows:
- Children should walk around the school building, including when walking up and down stairs
  - Children should line up quietly at the end of play times
  - Children should line up at the classroom door before break and the end of the school day quietly and sensibly
  - Children should walk in and out of assembly quietly
  - Children should eat in the dining hall with an appropriate level of noise
  - In class children will listen to the teacher when they are talking
  - In class, children will work sensibly and respectfully with others
  - Children will be expected to show courtesy and manners to all in the school
  - Children will treat equipment in the school respectfully
- Children will keep apart from each other at all times where possible*
- *Children will remain in seats in class and not wander around*
  - *Children will line up with spaces between them*
  - *Children will follow the one way system around the school and not break this*
  - *Children will not go into the toilet if there are 2 other children in them*
  - *Children will keep equipment provided to them to themselves*
  - *Children will cover their mouths when they sneeze or cough*
  - *Children will ensure that they wash their hands at designated times*
- 6.3 All staff treat each child fairly, enforce the classroom code consistently and treat all children in their classes/groups with respect and understanding. They should listen to all concerns that children have and address the issues appropriately.
- 6.4 Each teacher should record the number of warning and consequence cards received by each child, explaining what they have been given it for in the class behaviour log folder. If a child misbehaves consistently, in the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the parent and pupil support team, phase leader, deputy head teacher or the head teacher.
- 6.5 If a staff member issues a consequence card, they should complete a detention slip and ensure that the child places it in their bag or hand it over to the parent/carer at the end of the day.
- 6.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 6.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 6.8 Midday meal supervisors promote positive behaviour using stickers and team points; they will choose 1 child from each playtime to receive a privilege card and will issue weekly certificates in assembly.



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- 6.9 Midday meal supervisors will advise teaching staff of any warning or consequence cards that they have issued of a lunch time so that this can be recorded in the class behaviour logs.
- 6.10 As much as possible staff should remain calm when dealing with situations and refrain from 'shouting'; there will be times when it may be necessary for them to raise their voices e.g. if a child is not listening and putting themselves in danger, if they are far away and need to be spoken to. Those staff with naturally louder voices should consider how close they stand to children when speaking to them if this comes across as shouting.

### The role of the head teacher

- 7.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 7.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 7.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 7.4 The head teacher (or the deputy head teacher if the head teacher is not on the premises) 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 head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### The role of parents

- 8.1 The Craylands School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school and become more responsible for their own behaviour.
- 8.2 We expect parents to check their child's bag for a detention slip and speak to their child about the reason they have been issued with it and how they can improve their behaviour; they should speak to the teacher if they have concerns.
- 8.3 We explain the school's R.O.A.R. rules in our prospectus and at meetings with prospective parents and new parents, and we expect parents to read them and support them. Parent should discuss the importance of following the Coronavirus Care Rules in school.
- 8.4 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.



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- 8.5 Parents should promote positive behaviour not just in school but also in the local community, understanding that poor behaviour can reflect badly on their child and the school – this includes before and after school, weekends and the school holidays. Parents should understand that poor behaviour can also occur online.
- 8.6 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head and then the Headteacher and then if still concerned, the school governors. If these discussions cannot resolve the problem, parents should follow the complaints procedure.
- 8.7 We do not expect parents to openly discuss incidents that have happened in school on social media whether in a closed 'Whatsapp' group or on Facebook. This will often exacerbate a situation and involve members of the community who are not linked to the school; it is always better to discuss any concerns with the school who will work with parents/carers to alleviate concerns. The complaints procedure is then available for those who are still unhappy.

### The role of governors

- 9.1 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 head teacher in adhering to these guidelines.
- 9.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### Fixed-term and permanent exclusions

- 10.1 The headteacher can exclude your child if they misbehave in or outside school; [this can include any behaviours that pose a risk due to the Coronavirus](#). We do not wish to exclude any child from school, but sometimes this may be necessary. In any decisions regarding exclusions, the school refers to the document Exclusion from Maintained School, Academies and Pupil Referral Units (DfE, September 2012).
- 10.2 Only the head teacher (or deputy head teacher if the head teacher is not on the premises) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 10.3 If the head teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.
- 10.4 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.



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- 10.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 10.6 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.
- 10.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- 10.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

### Drug- and alcohol-related incidents (See also Drugs Education Policy)

- 11.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 11.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 11.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 11.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- 11.5 If the same or a similar serious offence is repeated the child will be permanently excluded.
- 11.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### Use of Weapons and other prohibited items (e.g. lighters, matches etc)

- 12.1 The carrying of offensive weapons or prohibited items whilst journeying to and from school, at school or on a school activity, visit or journey is not acceptable under any circumstances. The Governing Body of The Craylands Primary School recognises that the presence of weapons and prohibited items in the school would



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not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school.

- For the purpose of this policy a “weapon” includes, but is not limited to : -
  - A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
  - Knives, including all variations of bladed objects ie pocket knives, craft knives, scissors etc.
  - Explosives, including fireworks, aerosol sprays, lighters, matches.
  - Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- 12.2 If a pupil is found to be in possession of an offensive weapon or prohibited item, or involved in an incident involving an offensive weapon or prohibited item, whilst under the care of school staff, they will be subject to disciplinary action. This could mean fixed period or permanent exclusion from the school. It should also be noted that for certain incidents, it may be necessary to contact the police. This will be determined by the Headteacher. In all cases Parents/Carers will be contacted. All incidents of this nature will be recorded and reported to the governing body.
13. Monitoring and review
- 13.1 The head teacher monitors the effectiveness of this policy on a regular basis. The head also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 13.2 The school keeps a variety of records concerning incidents of misbehaviour.
- All warning and consequence cards are recorded in class behaviour logs – this includes any cards issued at lunch time by MMS.
  - Any major incidents, which have required the school inviting parents in, should be recorded on an incident report form. In addition to this, the head teacher also keeps a record of discussions with parents about pupil behaviour.
- 13.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 13.4 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 13.5 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.

Approved by FGB 13<sup>th</sup> October 2020

Signed: K.Hiscock



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### Incident reporting form

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

Signed.....

Date.....



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### Detention letter

Date.....

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention.

The reason(s) for this detention are set out below.

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If you need to see your class teacher about this matter, please call the school to make an appointment.



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### Good to be green guide

**Craylearners can earn a privilege card earning 5 team points**

**Each child starts the day on green.**

**If you are not following the golden rules – you will get a verbal warning.**

**If you continue to break the golden rules – you will get a warning card.**

If you put another child's safety at risk, verbally or physically abuse another child deliberately, use inappropriate language including swearing, racist, homophobic language you will get a consequence card straight away.

**If the poor behaviour continues – you will get a consequence card.**

If you show disrespect towards an adult e.g. walk away from them, shrug your shoulders at them, talk back, lie to them then you will get a consequence card straight away.

If you deliberately break a Coronavirus care rule which endangers someone else.

**If you get a consequence card then you will miss the next morning play time sitting outside the headteacher's office.**



# The Craylands School

## Behaviour and Discipline Policy

**Good to be green in EYFS**

**If you are really good you  
go on the rainbow side**



**If you are following the school rules –  
everyone is happy and you stay on the green  
happy face.**

**If you are not following the school rules – you  
will be spoken to and asked to improve your  
behaviour.**



**If you continue to break the school  
rules – you will go on the thinking face.**

**If you physically or  
verbally hurt  
someone else e.g.  
swearing or  
fighting, you will go  
straight on the red  
sad face.**



**If the poor behaviour continues – you  
will go on the red sad face.**

**If you show  
disrespect towards  
an adult e.g. walk  
away from them,  
shrug your  
shoulders at them,  
talk back then you  
will go straight on  
the red sad face.**

**If you go on the sad face you will have time out in the classroom and a slip will be sent home.**



# The Craylands School

## Behaviour and Discipline Policy



# Craylearner

## Coronavirus Care rules

- Try to keep away from others at all times; try not to touch each other
- Stay seated in lessons
- Stay seated at lunch and wait for it to be brought to you
- Follow the one way system
- Only 2 children in the toilets at one time
- Leave a space in front of you when lining up
- Stand on any markings on the floor to help
- Keep belongings to yourself in class
- Wash your hands when you are asked to
- Sneeze into a tissue; throw tissues away when used and wash hands
- Stay in the zoned area for any outside play
- Stay away from other children who are not in your group
- Avoiding touching any one else including adults

**IF YOU BREAK THE RULES, YOU MAY BE GIVEN A VERBAL WARNING, WARNING CARD OR CONSEQUENCE CARD.**