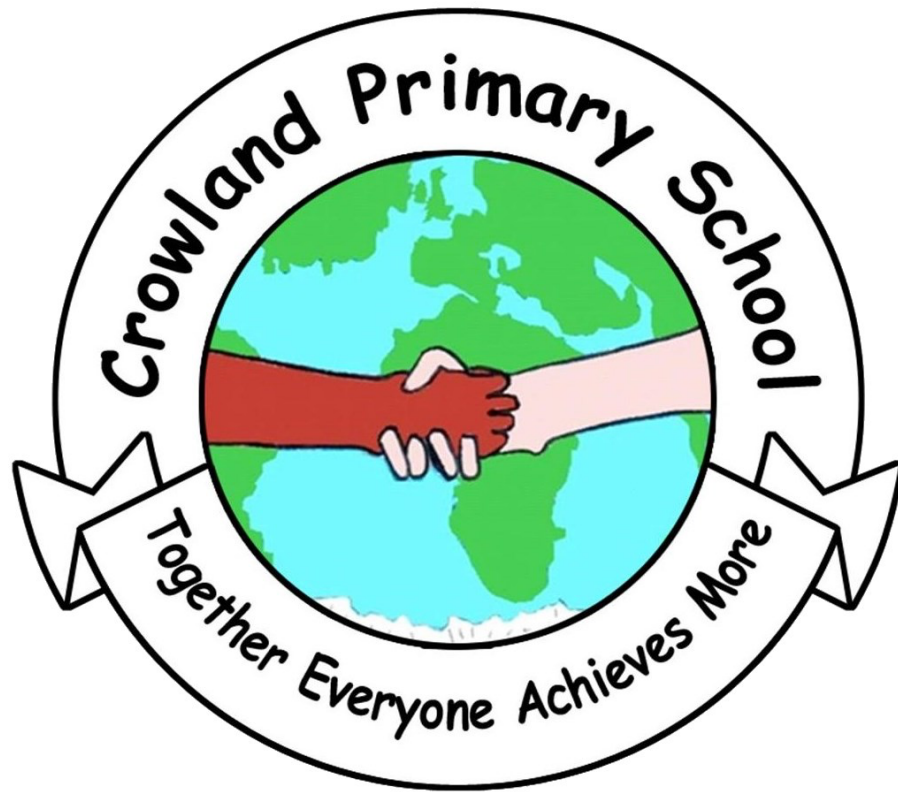


CROWLAND PRIMARY SCHOOL



Behaviour Policy

| | | |
|---------------------|--------------|----------------|
| Approved by: | Rose Dowling | Date: May 2023 |
| Last reviewed on: | May 2023 | |
| Next review due by: | May 2024 | |

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
[Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
[Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
[Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

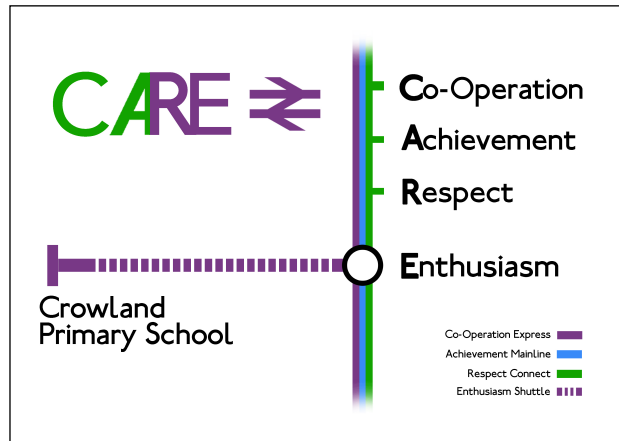
Written Statement of Behaviour Principles

- **Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others**
- **All pupils, staff and visitors are free from any form of discrimination**
- **Staff and volunteers set an excellent example to pupils at all times**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by pupils and staff**
- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions**
- **Pupils are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

CROWLAND CARE VALUES



Behaviour Policy Principles

Crowland Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the **CARE** values of **Co-Operation**, **Achievement**, **Respect** and **Enthusiasm**.

Intent of the behaviour policy

To provide simple, practical procedures for staff and children that;

- Foster the belief that there are **no 'bad' children, just 'bad choices'**;
- Encourage children to recognise that they can and should make 'good' choices;
- Recognise and share what expected behaviour looks like;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where everyone can learn well;
- To ensure that all children are treated fairly, shown respect and to promote good relationships
- To provide clear guidelines for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach in which all adults take responsibility for behaviour and follow up personally
- To help children take control of their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To promote consideration and respect towards others
- To be consistent and fair and to give the children positive recognition for their contribution to the school community.

All staff will:

- Meet and greet children at the start of the day
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules

The head teacher and the senior leadership team will:

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, dojos and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies

Parents will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information which can be found on our school's website.

A consistent approach**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Code of Conduct

Pupils

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Do not condone 'bad behaviour'
- Be respectful of others' personal space and avoid intimidating gestures
- All bullying, in whatever form, is unacceptable (see School's Anti Bullying Policy)
- Walk around the school in an orderly and calm manner
- Seek **immediate** support from an adult if someone has upset you or hurt you
- Seek **immediate** support from an adult if you see someone else being hurt or mistreated
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Staff

- Lead by example through modelling 'respectful behaviour' towards all children and adults
- Create an environment which is conducive to learning through positive feedback, encouragement and celebration of success.
- Nurture 'self-belief' and 'self-esteem' through consistent reminders especially in relation to vulnerable pupils
- Ensure praise and rewards are equally distributed across the whole class including pupils who are behaviourally challenged
- Investigate each behaviour incident thoroughly and ensure that children feel that it has been dealt with in a fair manner before resolution
- Ensure children understand that 'misbehaviour' is sanctioned separately to the child and that they continue to be perceived as a valued member of the school community
- **Under no circumstances** are children to be exposed to sarcasm, condescending or derogatory comments/tone or any form of undermining their efforts or personal circumstances
- Children are **not** to be discussed amongst staff in common areas regarding their behaviour, educational progress or academic attainment in a derogatory manner
- Children are **never** to be referred to in 'third person' in their presence
- Any form of 'labelling' children is **strictly** forbidden

Contravention of any of the above may lead to staff disciplinary or capability measures

Recognition and rewards for good behaviour and effort

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it the positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. We recognise and reward children who adhere to our school values, demonstrate effort, resilience, creativity and mature reflection.

| | Steps | Actions | Sentence Stems |
|---|-----------------------------|---|--|
| 1 | Daily Positive praise | PIP (Praise In Public), a smile, wink, thumbs up or nod A quick word with a parent or carer at the end of the school day | Excellent work/effort Thank you for showing your best self Crowland is proud of you! (Demonstrate publicly the child's achievement) |
| 2 | Daily Rewards | Dojo Points -Dojo points are rewarded according to behaviour, effort and achievement not only relating to work but also relating to behaviours, social interactions, showing resilience and mature reflection. The accumulation of Dojo Points result in a special prize once children reach 50, 100 and 200 Dojo Points. | Ongoing and accumulative |
| 2 | Weekly | Star of the Week – publicly celebrated during celebration assemblies each Friday. Each week, a child in each class is selected to receive the award for doing something special or for special academic achievements | NA |
| 4 | Silver award | A stage prior to gold standard .Children are attributed silver status for special deeds or achievement | NA |
| 5 | Gold award | The top level for having reached a high level of achievement for behaviour or for educational activities. This is a demonstrable way of demonstrating excellent effort, attitude and good will. It is also used as a way of recognising the child's efforts in engaging with the school's values and celebrating acts of kindness, resilience, determination, persistence and creativity. | NA |

Consequence of inappropriate behaviour

| 1 | Steps | Actions | Sentence Stems |
|---|-----------------|--|---|
| | Reminder | <ul style="list-style-type: none"> A reminder of school expectations using RIP (Reprimand in Private) wherever possible or a quick comment to refocus child's attention on their behaviour. Repeat reminders if reasonable adjustments are necessary. Keep things low level at this stage. | What's going on... Please remember that... Think about what you're doing.. Remember your choices... |
| | Caution 1 | <ul style="list-style-type: none"> A clear verbal caution delivered using RIP (Reprimand in Private) wherever possible. Ask child to come to you for a quiet conversation where possible or at the end of the lesson Reminder of the requirement. | Think carefully about your next step Remember to make the right choice. Think about the right choice... |
| | Caution 2 | <ul style="list-style-type: none"> Speak to the child using RIP (Reprimand in Private) wherever possible and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. | I notice that you are.... You have chosen to.... Do you remember when you (<i>refer to good behaviour</i>)? |
| | Reflective Time | <ul style="list-style-type: none"> Reflective Time - a short time in partner class, at the 'thinking spot' in the classroom / the bench in the playground/Reflection room It is a few minutes for the child to calm down, and compose themselves. To support the children in their reflective thinking, a 'reflective sheet' should be completed by the child during this time. On return to the classroom, a discussion should be had between adult and child (encourage children to articulate with support from reflective sheet), to reset the boundaries, reflect on their next step and be reminded of previous good conduct... NOTE: Children should not be reprimanded by the partner teacher. This is simply a time for children to reflect. | Proforma Questions: Which wrong choice did I make? How can improve my behaviour? (Boundaries reset/reminder of own good behaviour/re-engage with learning) |
| | Restorative | <ul style="list-style-type: none"> This might be a quick chat at break time in the yard or a more formal meeting e.g. held at lunch time (Restorative conversation) The restorative meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future. A proforma is available for children to use to prepare for the meeting if required / felt appropriate. | What were you thinking at the time? What have you thought since? How did this make people feel? What should we do to put things right? How can we do things differently in the future? |
| | Pastoral | <ul style="list-style-type: none"> A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals such as CAMHS, Haringey Alternative Provision | NA |
| | Exclusion | If long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered Parents informed firstly by telephone and then confirmed by letter by the headteacher. Internal exclusion <ul style="list-style-type: none"> Child has no contact with own class or classmates. No access to playground, lunch taken with other key stage. Fixed short-term exclusion (up to 5 days per term) OR Fixed long-term exclusion (up to 45 days per year) <ul style="list-style-type: none"> Followed by a reintegration meeting on the child's return Permanent Exclusion <ul style="list-style-type: none"> Child taken off school role permanently | Exclusion is an extreme step and will only be taken in cases where the risk to staff and other children or disruption to learning is too high. .Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible |

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Movement and Transition around school.

Transition around school should be orderly and quiet at all times. All movement in and around school should be purposeful. Children are expected to behave appropriately whether with an adult or not.

When classes are transitioning around school they must be escorted by an adult at all times

- Children must be escorted by the class teacher/additional adult **at all times**.
- They must walk in silence and in an orderly manner.
- Check behaviour with frequent stops and challenge if necessary. **Zero tolerance** of talking during transition.
- At the beginning of break/lunchtime, children must be escorted by their class teacher down to the playground. They must be collected at the end of break/lunchtime by the class teacher, promptly

At the beginning of the day:

- Children make their own way to their class during a soft start to the school day between 8:45 and 9:00
- Coat monitors or an adult ensures that all bags and coats are safely and tidily stowed away.
- An adult should monitor activity outside the classroom on a daily basis, before coming in to ensure time efficiency and prompt start to the lessons.

Playtimes/Lunchtimes:

- Children are expected to have a **2-step** end to playtime/lunchtime
 - 1: Freeze at the first whistle
 - 2: Line up in the right location
- Class teachers need to be in the relevant playground just before the whistle is blown, ready to collect their class. Please ensure your class is picked up promptly.
- During lunchtime, children will be called to the dining hall according to year group or club. Signs will be shown in tandem with bell.
- Children to be supervised by an adult inside the building during playtime or lunchtime. Adults on playground duty to be vigilant during these times.
- All classes to be dismissed in good time for lunchtimes and breaktimes

Assemblies:

- Children are expected to come into and leave assemblies in **complete silence**. Adults must model this by refraining from chatting between themselves and using gestures where possible to direct the children. PLEASE SET THE TONE FOR THE CHILDREN. **Reward and praise** where possible.
- Wait for the assembly lead to direct your class before class being escorted out of assembly area.

Playtime Supervision

Teachers, teaching assistants and lunchtime supervisors are required to perform supervisory duties including playtime supervision. **No hot drinks** should be taken onto the playground or in to class.

Staff members are to follow the duty rot asset for the school. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Staff should avoid standing chatting to each other. They must always consider their own positioning to maximise levels of visual supervision.

SEND

We recognise that repeated misbehaviour can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register).
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of emotional upset related to in-school circumstances e.g. bullying
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

Anti-Bullying Policy

Our School's ethos should be the greatest tool to prevent bullying. Our Anti-Bullying Policy complements key elements of our behaviour policy. However, it should be clearly stated that Crowland Primary school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst we accept that it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Recording incidents

All incidents that meet the threshold are recorded on our software platform by staff on **CPOMS** and reported to a member of the safeguarding team (see safeguarding policy for further details).

Behaviour Incident occurrence and their frequencies are analysed once a term, offering opportunities for review of whole school practices on an ongoing basis

Breakfast Club and After School Clubs

All children are invited to attend breakfast club, and although children are free to choose from the range of activities available we expect them to abide by the school rules at all times. In the case of severe breaches of these rules, the offer of a place may be withdrawn. (See Appendix 3)

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff must always inform a member of the SLT if restraint has taken place.

- Additional guidance, following the DfE's publication of updated guidance in 2016.

Headteachers and teachers were also given the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Para 21, Section 90 of the Education and Inspections Act 2006)

1. misbehaviour when the pupil is:

- taking part in any school-organised or school related activity
- travelling to or from school
- wearing school uniform
- or is in some other way identifiable as a pupil of the school

2. misbehaving at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

Review

The governing body will review this policy annually or if and when new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Staff Training

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER'S SIGNATURE | STAFF MEMBER'S SIGNATURE | SUGGESTED REVIEW DATE |
|-------------------|----------------|---------------------------------|---------------------|--------------------------|-----------------------|
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Staff Training Log