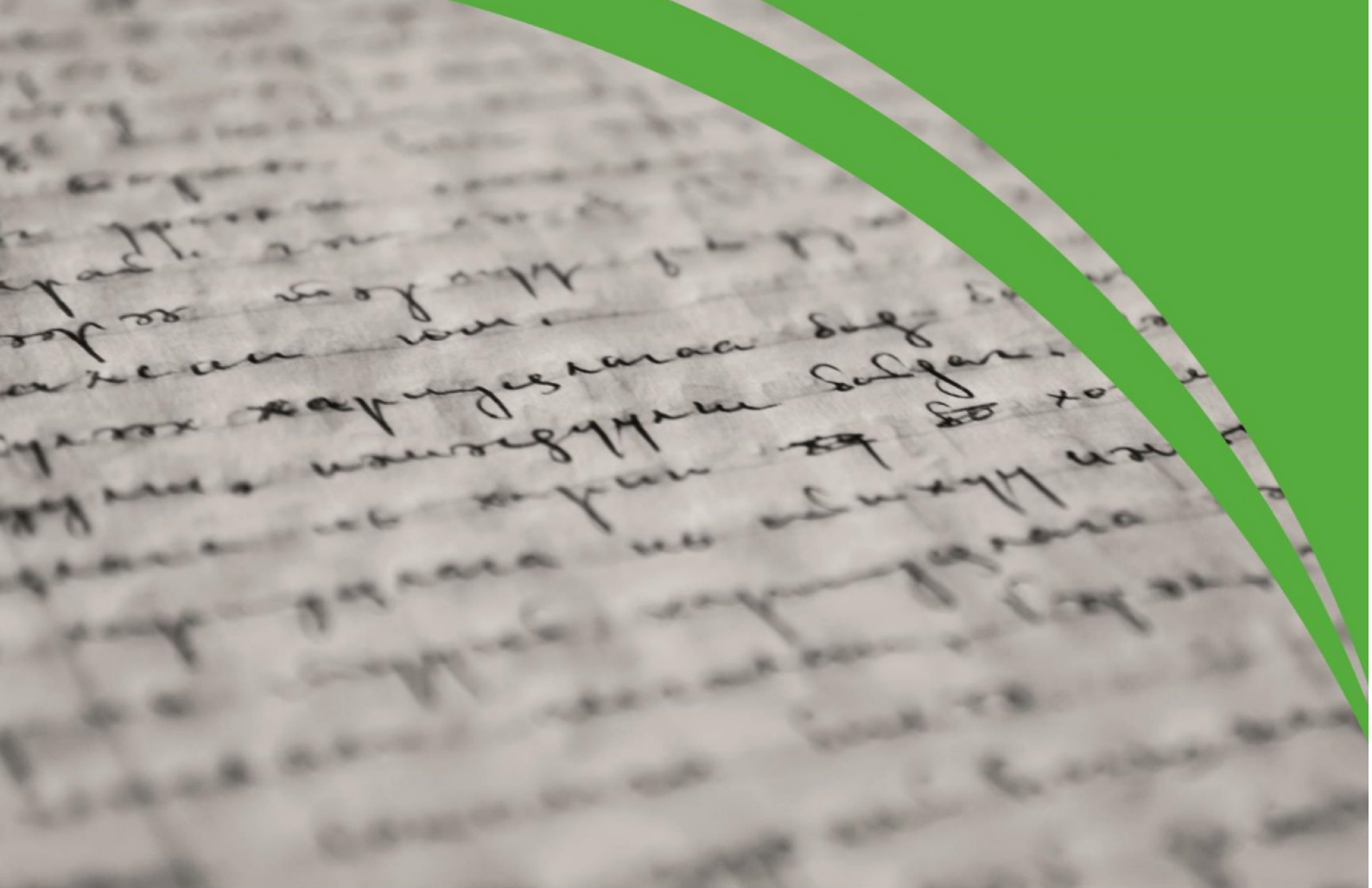




The Croft Behaviour Policy and Procedures

Key Document Details

School Name: The Croft Primary School

Version no: 19

Author: Director of Education

Owner: Director of Education

Approved by: Board of Trustees

Ratified date: September 2026

Interim review date: January 2027

Next review date: August 2027

Behaviour Policy and Procedures 2026

For The Croft Primary School

Vision

At The Croft Primary School, we believe every child has the right to learn in a safe, caring and inclusive environment where they feel valued, respected and supported. We promote positive relationships, high expectations and a restorative approach to behaviour. Our behaviour culture supports children to become responsible citizens who demonstrate our school values in all aspects of school life.

This policy is underpinned by:

- *Keeping Children Safe in Education (KCSIE) 2026*
- *DfE Behaviour in Schools Guidance*
- *DfE Suspensions and Permanent Exclusions Guidance*
- *DfE Restrictive Interventions and Reasonable Force Guidance (2026)*
- *Equality Act 2010*
- *SEND Code of Practice*

Our Croft Values

We expect all members of our school community to demonstrate our Croft Values:

C.R.O.F.T.I.E.

- **Caring**
- **Friendly**
- **Open-minded**
- **Trusting**
- **Inclusive**
- **Equal**

These values are taught explicitly, celebrated regularly and embedded throughout school life.

Show Me Five

All pupils are expected to follow our "Show Me Five" approach when required by staff:

1. *Eyes looking*
2. *Ears listening*
3. *Voices quiet*
4. *Hands still*
5. *Brains thinking*

This supports calm classrooms and effective learning.

Behaviour Expectations

All pupils are expected to:

Be Ready

- *Arrive on time*
- *Have the correct equipment*
- *Be prepared to learn*

Be Respectful

- *Follow instructions*
- *Speak kindly to others*
- *Respect differences*
- *Care for school property*

Be Safe

- *Move safely around school*
- *Make positive choices*

- Report worries or concerns

House System

Every pupil belongs to a Croft House.

Croft Houses

- **Simmonds**
- **Hoy**
- **Farah**
- **Adams**

House points may be awarded for:

- Excellent academic effort
- Academic achievement
- Sporting Achievements

House point totals are celebrated regularly and contribute towards house competitions and rewards.

Rewards

Positive behaviour is recognised through:

- Verbal praise
- House points
- Gold Stars
- Certificates
- Celebration assemblies
- Headteacher recognition
- Special responsibilities
- Positive phone calls home

Gold Stars

Gold Stars are awarded for exceptional achievements including:

- Outstanding learning behaviours
- Consistent demonstration of Croft Values
- Exceptional acts of kindness
- Resilience and perseverance
- Leadership and citizenship

Restorative Approach

At The Croft Primary School we believe mistakes are opportunities for learning.

Where appropriate, staff will use restorative conversations including:

- What happened?
- What were you thinking?
- How did this affect others?
- What can be done to put things right?
- How can we move forward positively?

Supporting Behaviour

We recognise that behaviour is often a form of communication.

When a child experiences difficulties regulating behaviour, the school may offer support through:

- Pastoral support
- Nurture provision
- Regulation strategies
- Individual behaviour plans
- Play Therapy
- Behaviour Therapy

- Small group interventions
- Emotional literacy support
- Family support meetings
- Referral to external agencies where appropriate
- Participation in the **BU Club through the STFC Foundation**

Support will be tailored to individual need.

Leadership, Pupil Voice and Responsibility

At The Croft Primary School, we believe that positive behaviour is strengthened when pupils are given meaningful opportunities to lead, contribute and serve their school community. Leadership roles promote responsibility, citizenship, confidence and the development of the Croftie Values.

Head Boy and Head Girl

Each year, Year 6 pupils are invited to apply for the roles of **Head Boy** and **Head Girl**.

Applicants are expected to demonstrate excellent behaviour, commitment to learning, reliability and a consistent commitment to the Croftie Values.

Successful candidates are selected through a democratic process involving pupil voice and voting. Head Boy and Head Girl representatives act as ambassadors for the school and are expected to:

- Model exemplary behaviour at all times.
- Represent the school at events and celebrations.
- Support younger pupils.
- Promote the Croftie Values across the school community.
- Contribute to school improvement initiatives and pupil voice activities.

House Captains

Year 6 pupils may also apply to become **House Captains**. These positions are voted for by pupils and are highly respected leadership roles within the school.

House Captains are responsible for:

- Encouraging participation in house competitions and events.
- Motivating pupils within their house teams.
- Promoting teamwork, sportsmanship and respect.
- Supporting the awarding and celebration of House Points.
- Acting as positive role models for all pupils.

Pupil Parliament

The Croft Primary School values pupil voice and democratic participation.

Each class elects a representative to serve on the **Pupil Parliament**. Pupils wishing to become a Parliament member must explain why they would be an effective representative for their class and how they will support positive change within the school.

Class representatives are elected through a pupil vote within their year group.

The Pupil Parliament:

- Gives pupils a voice in school decision-making.
- Promotes responsibility and leadership.
- Contributes ideas for school improvement.
- Supports charitable and community initiatives.
- Helps ensure that pupils feel listened to and valued.

Members are expected to demonstrate the highest standards of behaviour and act as ambassadors for their peers.

Croftie Crew

The **Croftie Crew** is a pupil leadership group that supports the wellbeing, inclusion and social development of younger pupils in Key Stage 1.

Pupils volunteer for this responsibility and are selected by staff based on their ability to consistently demonstrate and model the Croftie Values.

Croftie Crew members:

- Support positive play and social interactions.
- Help younger pupils feel safe, happy and included.
- Encourage friendship, kindness and cooperation.
- Assist children who may need support during social times.
- Act as positive role models throughout the school day.

Through the Croftie Crew programme, pupils develop leadership, empathy and communication skills while helping to create a nurturing and inclusive school environment.

Recognition of Leadership

Pupils who hold leadership positions are recognised as important role models within the school community. Leadership roles do not provide exemption from school expectations. Instead, holders are expected to maintain the highest standards of behaviour, attendance, effort and conduct and demonstrate the Croftie Values in all aspects of school life.

Leadership contributions may be recognised through:

- House Points
- Gold Stars
- Celebration Assemblies
- Special Awards
- Certificates of Achievement
- Opportunities to represent the school at events and community activities

SEND and Additional Needs

The school recognises that some children may require reasonable adjustments to behaviour expectations due to:

- SEND
- Autism
- ADHD
- Speech and language needs
- SEMH needs
- Trauma
- Attachment difficulties
- Medical conditions

Adjustments may include:

- Individual support plans
- Movement breaks
- Adapted classroom routines
- Safe regulation spaces
- Adult support
- Risk assessments

Safeguarding

Behaviour and safeguarding are closely linked.

Staff must consider whether concerning behaviour may indicate:

- Abuse
- Neglect
- Exploitation
- Mental health concerns
- Domestic abuse

- Harm outside school
- Online safety risks

Any concerns must be reported immediately.

Designated Safeguarding Lead (DSL)

Mrs Elaine Murphy, Headteacher

Deputy Designated Safeguarding Lead (DDSL)

Mrs Bowers

All safeguarding concerns, behaviour concerns and attendance concerns are recorded using CPOMS.

Attendance and Behaviour

The school recognises the strong link between attendance, wellbeing and behaviour.

Attendance concerns are monitored carefully and recorded on:

- CPOMS
- School attendance systems
- Pastoral records where required

Early intervention and family support will be offered where concerns arise.

Playground		
Low-Level (usually dealt with by staff member-TA/class teacher)	Mid-Level (usually dealt with by staff member-TA/class teacher or SLT)	High-Level (usually dealt with SLT or SLT are informed and actions agreed)
• Behaving in an unfriendly way towards another child and excluding others • Play fighting / rough play • Messing around in the toilet • Disturbing/Disrupting other's games • Not telling the truth • Not following school rules • Squabbling • Unkind to others • Name calling • Not sharing • Not lining up	• Ignoring instructions • Not respecting school equipment • Speaking disrespectfully • Behaving disrespectfully • Continuing to disturb other's games • Deliberate physical contact with another child • Taking something that isn't theirs • Continuing to call others unkind names • Swearing • Back chatting (disrespectful) to adults • Pushing (consistently) • Constantly going in and out of building • Disrespectful towards school resources	• Serious damage to school equipment • Swearing including gestures • Intentionally hurting others • Fighting • Using racist or inappropriate language • Dangerous/Threatening behaviour • Physically hurting others • Continuing to ignore instruction • Pushing (intending to cause harm) • Continuation of behaviour • Peer on peer sexual abuse

Restrictive Interventions

The Croft Primary School is committed to minimising the use of restrictive interventions through:

- Positive relationships
- Early intervention
- Planned support

- De-escalation strategies
- Individual risk assessments

Physical intervention will only be used where it is:

- Reasonable
- Necessary
- Proportionate
- In the best interests of the child and others

Examples include preventing:

- Injury to self
- Injury to others
- Serious damage to property
- Serious disruption which puts safety at risk

All significant incidents involving restrictive intervention will:

- Be recorded
- Be reported to parents/carers
- Be reviewed by senior leaders
- Be logged appropriately
- Be monitored for patterns and trends

Records will be maintained through school systems including **CPOMS** and restrictive intervention records.

Seclusion and Safe Spaces

The Croft Primary School does not use seclusion as a punishment.

In exceptional circumstances, a pupil may need access to a supervised safe space to support emotional regulation and reduce risk.

Any use of a safe regulation space must:

- Be supervised by an adult
- Be proportionate
- Be time-limited
- Be reviewed regularly
- Form part of a support strategy
- Never compromise the child's dignity or safety

Following any significant incident:

- The pupil will have an opportunity to debrief
- Staff involved will debrief
- Parents/carers will be informed
- Support plans will be reviewed where necessary

Monitoring and Review

The Headteacher, DSL and Governors monitor:

- Behaviour incidents
- Attendance concerns
- CPOMS records
- Restrictive intervention records
- Outcomes for vulnerable pupils
- Equality and inclusion data

This policy will be reviewed annually or sooner should legislation change.

Suspensions and Permanent Exclusions

The Croft Primary School is committed to inclusion and believes that every child deserves the opportunity to succeed within their school community. We will always seek to understand the reasons behind a child's behaviour and will work proactively with pupils, parents/carers, external agencies and support services to address concerns before they escalate.

Where behaviour concerns arise, the school will consider and implement a range of supportive strategies, including:

- Restorative approaches
- Behaviour support plans
- Play Therapy
- Behaviour Therapy
- Nurture and pastoral support
- BU Club through the STFC Foundation
- Early Help and external agency involvement
- SEND assessments and reasonable adjustments where appropriate
- Multi-agency support meetings
- Risk assessments and personalised support plans

The school will do all it reasonably can to prevent suspension or permanent exclusion through early intervention and appropriate support.

However, there may be exceptional circumstances where a suspension or permanent exclusion is necessary to ensure the safety, welfare and education of pupils and staff. In such cases, The Croft Primary School will follow:

- Department for Education statutory guidance relating to suspensions and permanent exclusions.
- Swindon Borough Council guidance and procedures relating to suspensions and permanent exclusions.
- The White Horse Federation policies and procedures.

All decisions will be lawful, reasonable, proportionate and made in the best interests of the school community, with careful consideration given to safeguarding, SEND, vulnerabilities and equality duties.

Anti-Bullying

The Croft Primary School is committed to providing a safe, caring and inclusive environment where all members of the school community feel valued, respected and protected.

Bullying of any kind is unacceptable and will not be tolerated.

We teach children what bullying is and how it differs from friendship difficulties or isolated incidents of unkind behaviour. Pupils are taught that bullying is:

"Several Times On Purpose" (STOP)

Children are regularly reminded to:

"Start Telling Other People" (STOP)

through trusted adults in school.

Bullying may include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Social bullying
- Online or cyberbullying
- Prejudice-based bullying, including discriminatory behaviour relating to race, religion, disability, gender, family background or protected characteristics

Where concerns are raised, staff will:

- Take reports seriously
- Listen to all parties involved
- Investigate promptly
- Record concerns appropriately
- Support both the victim and the child displaying bullying behaviours
- Work with parents/carers
- Implement appropriate consequences and restorative approaches
- Monitor outcomes to ensure bullying has ceased

Any bullying concerns will be recorded and monitored through CPOMS where appropriate.

Creating a Safe Culture

At The Croft Primary School, safeguarding is everyone's responsibility.

Our ethos, values and culture actively promote:

- *Caring relationships*
- *Respect for difference*
- *Inclusion and equality*
- *Positive mental health and wellbeing*
- *Safe and respectful behaviour*
- *Pupil voice*
- *Openness and trust*
- *Strong partnerships with families*

Through our Croft Values:

Caring, Friendly, Open-minded, Trusting, Inclusive and Equal

we aim to create an environment where every child feels:

- *Safe*
- *Valued*
- *Heard*
- *Respected*
- *Included*
- *Able to achieve their potential*

We recognise that a positive school culture is one of the most effective ways of keeping children safe. Staff consistently model the behaviours and attitudes we expect, helping children to develop confidence, resilience, empathy and respect for others.

This commitment underpins all behaviour, safeguarding, attendance, anti-bullying and inclusion practices throughout the school.