



## Behaviour Management Policy (Including Statement of Behaviour Principles)

This policy should be read in conjunction with the following policies and documents:

- Anti-bullying Policy
- PSHE and Relationships Education Policy and Curriculum
- SEN Policy
- Dealing with allegations of abuse guidelines
- Online Safety Policy
- Staff code of Conduct
- Home-School Agreement
- Safeguarding and Child Protection Policies
- Physical Intervention Policy

### Introduction

Good behaviour is necessary for the safety and well-being of all. At Cranford Park CE Primary School, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with kindness and respect. We seek to actively engage children with an exciting curriculum and to build good relationships with our families.

### Purpose

In implementing this policy, we aim:

- to foster a calm, purposeful and safe school environment where poor behaviour is not allowed to interrupt the flow of learning and in which all pupils can learn and reach their full potential;
- to ensure that all stakeholders recognise their responsibility and have a commitment to developing positive behaviour and relationships within the school;
- to ensure a consistent approach to behaviour management by all staff, volunteers and visitors to the school, based on mutual respect;
- to support children in becoming increasingly self-disciplined and able to resolve conflict in a positive way, accepting responsibility for their actions and putting right any wrong-doings;
- to create an environment where everyone is 'Ready, Respectful, Safe.'

### Principles

- All staff recognise that they are responsible for all children in our school, not just those they are in regular contact with, both inside and out.
- A clear distinction is always made between a child and their behaviour, emphasising that the child is valued, but their behaviour choice is unacceptable.

- All staff recognise that all behaviour comes from feelings and that children exhibiting poor behaviour choices need our support and understanding.
- All staff ensure they are regulated when dealing with children and they model and share strategies for regulation with the children.
- All staff recognise the importance of consistency over intensity and ensure that they frequently share the school vision, values and expectations for behaviour.
- All staff are trained to understand the ‘language’ of our behaviour management and ensure this is specific, positive and consistent.
- The school has adopted a ‘Restorative’ approach to dealing with all incidents of unacceptable behaviour. This involves all staff taking time to discuss with children any unacceptable behaviour, emphasising the impact of this on others and encouraging them to take responsibility for their actions and ‘make things right.’
- All staff recognise that early intervention may prevent problems escalating and will make contact with parents when patterns of poor behaviour are noted.
- All staff will remain patient, respectful and professional in their dealings with children. They will recognise the need for education and understanding and will show compassion for all our children.

### Practice

In order to achieve our aims and principles:

- Our expectations and behaviour strategies are clearly displayed around the school and on each staff members’ lanyard.
- All staff provide positive role models in our own behaviour and treatment of others, including sharing strategies for self-regulation.
- All staff actively promote high expectations of all children’s behaviour.
- Staff use praise specifically related to the children’s actions to notice and encourage positive behaviour and the application of our school values and rule.
- All staff receive relevant training, advice and support with behaviour management, including as part of our induction process.
- All staff use a range of appropriate strategies to prevent poor behaviour before it occurs. This includes recognition of a child’s need for attention. Other strategies may include attempting to refocus a child’s attention on another activity, encouraging negotiation and/or co-operation and supporting children to resolve conflicts.
- All staff handle issues with behaviour in ways appropriate to the child’s stage of development, level of understanding and individual needs, thus ensuring equity for our children. We recognise that some children may need additional social skills support. All staff are aware of children who are susceptible to behaviour issues and ensure they are well supported through any change or transition.
- Teachers use Circle Time as a strategy in class, making time to discuss behaviour issues as appropriate.
- The curriculum is rich in PSHRE opportunities and values, which are taught as explicit, structured lessons as well as through assemblies and other opportunities. This includes strategies for regulation.
- All staff keep a record all significant incidents relating to behaviour using the school CPOMS system.
- The SENCo liaises with other agencies for further advice and expertise when necessary.

### Our Expectations of Pupils

At Cranford Park CE, we do not have rules, but we do have clear expectations for our pupils, including for them to be **“Ready, Respectful, Safe.”** Together with our chosen values of **courage, compassion** and **creativity** and our Christian ethos, these expectations guide our pupils towards the development of **good character** for life.

In order to live out our school values and expectations, we encourage the following behaviours:

**Ready, Respectful, Safe:**

- Allowing themselves and others in the school community to learn without disruption or delay.
- Showing respect for the whole school community, including space, property and people, valuing others and diversity.
- Taking responsibility for their own behaviour, being safe at all times.

**Courage**

- Enduring in our commitment to what is right and true – not giving in to discouragement.
- Being honest, showing integrity and making things right when they've made a mistake.
- Demonstrating a sense of justice, standing up for fairness and equal opportunities – defending the weak and powerless.

**Compassion**

- Showing empathy for the struggles of others, enabling them to make a new start and showing forgiveness.
- Displaying generosity and selfless service to others – putting others before themselves..
- Treating all others with kindness, courtesy and care.

**Creativity**

- Making use of our gifts to care for the world and create beauty within it.
- Working together with others to achieve shared goals, overcoming any difficulties.
- Working to resolve issues in a way that keeps everybody happy.

Supporting Children to Succeed

Our aim is for all children to succeed. We therefore support children to behave well by ensuring the following are in place:

- Lessons which explicitly teach children what good behaviour looks like.
- Interesting lessons and contexts which engage children.
- Clear routines and procedures (eg: for transition, asking a question, responding, etc). These repeated practices are simple for everyone to understand and follow and promote the ethos and values of the school.
- Consistent signals for attention (Clap, raised hand).
- Clear expectations for listening – turning, empty hands/fiddle toy under table, eyes and ears on teacher
- Modelling and praising of expected behaviours.
- Supportive classroom cultures, including growth mindset attitudes, where all contributions are valued and children feel able to make and learn from mistakes.
- The chance to make things right and start over – “Say it, Fix it, Refresh.”

## Dealing with Poor Behaviour Choices

### **A Reminder**

Children in breach of the expectations above will be issued with an initial reminder, making reference to the specific expectation not being met and the behaviour we expect to see.

- ✓ “This is your **reminder** to **focus** on your Maths work.”
- ✓ “**Show me** walking feet, **thank you!**”
- ✓ “**Show me** you are **ready** to learn.”

All staff will ensure at this point that the child **understands** the expectation and is able to comply with them. For example, they understand the work they need to do, or the reason behaviour choices may be unsafe, have appropriate resources etc.

The child will also be reminded of the consequence of continuing a poor behaviour choice. Children will be encouraged to take responsibility for the behaviour choices they are making.

### **Consequences**

Should the poor behaviour choice continue, an appropriate consequence will be applied (See Appendix A).

All staff will make clear to the child the poor behaviour choice which has continued and the consequence of this, making clear the child’s ownership of these in the language used (your behaviour, your consequence).

Consequences/sanctions at Cranford Park CE School may include the following:

- A verbal reprimand and reminder of the expectations of behaviour;
- The setting of written tasks such as an account of their behaviour;
- Loss of privileges – for instance, the loss of a prized responsibility or treat;
- Loss of a breaktime or lunchtime;
- School-based community service, such as tidying a classroom;
- Removal from a classroom/lesson for a fixed time to complete a work task;
- Being placed “on report” or having a behaviour chart for behaviour monitoring;
- Suspension; and
- In the most serious of circumstances, permanent exclusion.

If removed from the classroom, the child will be sent to another classroom with their usual work to be done. Once the work is complete, the child can return to class. Parents will be informed by the class teacher on the same day if their child has been removed from the classroom. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will also notify their social worker. If the pupil is looked-after, we will also notify their Virtual School Head.

At the end of the lesson, or in the next available breaktime, the teacher will meet with the child for a restorative discussion around the behaviour covering:

- Ⓢ The expectation that was breached.
- Ⓢ How they were feeling and what they were thinking when the behaviour occurred.
- Ⓢ What the impact of the behaviour had been on themselves and others. (This may include other pupils and teacher; time wasted, material not covered thus affecting everybody's outcomes, etc.)
- Ⓢ How they could make amends to restore relationships and try to 'make things right' with anybody impacted by the situation.
- Ⓢ How they might respond with better choices in the future and how we can help them with this.

Outside of the classroom, where children are seen to be in breach of our expectations, any adult will intervene. For minor incidents, this may involve a **reminder** of the expectation in the first instance. If behaviour continues, or an incident has occurred, the adult will spend time dealing with the behaviour. Time out for regulation (calming down) will be offered as required and an adult may delay a conversation with a child if either party is not feeling calm. There would then follow a restorative discussion, as detailed above.

We recognise that a brain in 'fight/flight/freeze' mode will not be able to communicate and reason. When dealing with children who have become upset, therefore, our staff are expected to **Regulate, Relate, Reason.**

**Regulate:** All staff should stay grounded and calm throughout, getting down to the child's level to remove any perceived threat. If a child is upset, staff will focus on soothing and regulating the child to ensure they feel calm, safe and loved.

**Relate:** All staff will seek to relate to the child, validating their feelings with words and tone of voice, using short sentences and seeking to connect with the child.

**Reason:** Once the child is calm, all staff will talk through what has happened, distinguishing clearly between the child and their behaviour choices to ensure the child continues to feel valued and supported.

We believe that 'all behaviour comes from feelings' and will seek to identify the causes for any poor behaviour choices. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. Children will be supported with any issues identified.

### Supporting Children with Additional Needs

Learning to behave properly is part of children's personal, social, and emotional education and development. We provide appropriate support to all pupils, including through any periods of transition, to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required. We have an inclusive ethos that supports all children as they take increasing responsibility for themselves and their actions, and learn to consider the welfare and wellbeing of others. We ask our whole school community to support us as we seek to make a difference to the lives of these children, offering them all essential opportunities to 'renegotiate their label' and experience success.

We recognise that some children will struggle to make good behaviour choices and will need additional support to reach the expected standard of behaviour. We understand that reasons for this vary and may include a Special Educational Need or Disability, ACEs or trauma, past or present, or another need which is not yet being met. Children whose behaviour is causing concern on a regular basis may be referred to a Senior Leader. This could be the Headteacher, Deputy Head or SENCo. At this stage, a meeting will take place with the class teacher, parents and Senior Leader involved to ensure a united approach.

These children may require additional strategies or targeted interventions. Where possible, this support will be identified and put in place as soon as possible so that we can devote time to helping children overcome any issues and behave well. For example, they may have additional adult support, be placed 'on report,' or have a reward chart for a specific behaviour, so that they have a chance to discuss their behaviour more regularly and benefit from the praise and encouragement of another adult. These systems also serve to keep parents more closely informed of the progress being made. Some children may require a Personal Behaviour Plan, or the school may seek the guidance and support of other outside agencies.

### Serious Incidents

We will not tolerate intentional acts of the following behaviour in our community:

- Prejudiced behaviour, including racism, homophobia, transphobia, etc.
- Child-on-child abuse, including causing significant harm to another child
- Bullying, including cyberbullying, prejudice based and discriminatory bullying.
- Harmful sexual behaviour
- Verbal or physical assault on a member of staff
- Stealing\*
- Fighting
- Swearing
- Leaving the school premises without permission
- Deliberate damage to school property/premises or to the property of others\*

\*Please note that pupils are liable for the costs of any items damaged, broken or stolen by them.

The above behaviour will result in immediate referral to the Headteacher, or Deputy Headteacher in her absence. Parents will generally be contacted regarding the incident. Serious or repeated incidents may result in suspension for a fixed period of time. In these cases, we will adhere to the formal Local Authority procedures and the Full Governing Body and the Local Authority Virtual School will be informed. Repeated or very serious incidents could result in a permanent exclusion from the school.

### Searching and Confiscation

School staff may search pupils, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Such items include but are not limited to:

- Knives or weapons
- Alcohol or drugs including medicines
- Stolen items
- Tobacco and related items, including vapes, matches and lighters
- Fireworks or other explosive items, including fizzy drinks
- Pornographic images or other age-restricted items
- Any item which could cause harm including personal injury ,or damage to property, including food items containing nuts
- Items which could be, or could have been, used to commit an offence
- Mobile phones which should have been handed in to the teacher

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty.

## Monitoring of Behaviour

All incidents will be recorded by the intervening adult in a classroom file. Incidents will be monitored by class teachers and by the Senior Leadership Team. Where a pattern of behaviour or issue has arisen around, for example, a game, the teachers will specifically teach around this to give children the skills and strategies to manage situations.

Any removal from the classroom should be recorded on the class sheet (Appendix B) and parents notified by the class teacher. These records will be monitored by SLT with patterns identified and analysed and action taken as required.

Where the behaviour of an individual becomes a concern, either due to a pattern of low-level behaviour, or a more serious incident, the incident will be recorded on CPOMS and the class teacher or SLT will meet with parents to formulate a united approach.

Serious incidents, such as racism, bullying and those resulting in suspension, will be reported termly to governors.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, including online. Where 'bullying' behaviour occurs, the School's Anti-bullying Policy will be implemented. Records will be kept and Governors informed.

## Incidents Outside of School

Some incidents, including many online behaviour incidents amongst pupils, occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture or pose a threat, or cause harm to another pupil, and/or could have repercussions. They could affect the orderly running of the school, or adversely affect the reputation of the school.

Sections 90 and 91 of the Education and Inspections Act 2006 give school staff the authority to discipline pupils for misbehaving outside the school premises. Where incidents involving our pupils occur off the school premises, but are reported to school staff, we may investigate and act upon these. This may include anti-social behaviour or bullying incidents, including online. Parents of the children involved will be notified, sanctions may be given and in some circumstances the school may refer the matter to the police, such as if the misbehaviour could be criminal or poses a serious threat to a member of the public.

## Rewards

We are aware of the concept of 'punishing with rewards' (Alfie Kohn, 2018) where research has shown that rewards are ineffective in the long run and can never produce anything more than temporary obedience. In addition, we recognise that rewarding some children for meeting our expectations for behaviour will also punish others who do not receive the reward, despite them also having met our expectations. We therefore try to ensure that **all** children receive any reward on offer (such as golden time, or class treats) and that the privilege is then removed *only* from any child who does *not* meet our behaviour expectations for them. We value intrinsic motivation and encourage children to be proud of their own achievements, be they work or values related.

Whilst we try not to reward children for simply meeting our expectations, we do, however, seek to share and celebrate the special achievements of those in our community. Children are encouraged to share with the headteacher any work which demonstrates particularly good progress or resilience. This will be entered into the Headteacher's 'Honour Book'. In a weekly 'celebration assembly', these successes will be shared with the school community, along with any certificates or awards earned within particular schemes.

We also try to recognise and celebrate the demonstration of our school values (Courage, Compassion and Creativity), in order to encourage these and help our children to better understand them. Classes will discuss and share examples they have seen each week of their classmates demonstrating the values and the class teacher will then select one of those examples to be shared with the rest of the school in the celebration assembly each week.

Parents are also informed of notable successes with verbal feedback, postcards, letters, emails or texts home from the class teacher or headteacher.

### Partnership with Parents

Working with parents is a very important part of the behaviour management process and teachers will communicate regularly with the parents of any child who is still learning to behave well, agreeing strategies and sharing information to support the child. In some cases, the SENCo may support this process and a referral may be made to the ELSA.

We expect our parents to be supportive of the school regarding behaviour issues and to work alongside the school to develop strategies to improve challenging behaviour patterns where they occur. This may include seeking the advice of other professionals. Our aim is for school and parents to work in partnership to the benefit of the child.

As part of our Home-school agreement, parents are asked to:

- Support the school in implementing the approach to good behaviour, discussing any issues with their child.
- Make sure that the school is kept informed of any change of circumstances that may have an effect upon their child's behaviour.

### Role of the Governors

The Headteacher will report regularly to the governors about behaviour, including as part of the school's self-evaluation process. They will monitor the effectiveness of policies related to behaviour. In addition, the governors will support the Headteacher in dealing with serious or persistent behaviour problems.

Policy agreed by the Full Governing Body at their meeting in April 2023

Last Reviewed: March 2024

Date of next review: March 2025





Appendix A: Example Behaviour Choices and Consequences

EXPECTATION	YOUR BEHAVIOUR CHOICE	YOUR CONSEQUENCE
<b>Ready to Learn</b> <b>Focused</b>	<ul style="list-style-type: none"> <li>• Wasting learning time</li> <li>• Slow or late to class</li> <li>• Slow response to teacher instruction</li> <li>• Not listening (eyes, ears, body).</li> <li>• Not engaged in task given</li> <li>• Leaving seat/wandering</li> <li>• Resources not ready</li> </ul>	<ul style="list-style-type: none"> <li>• Wasted time is noted</li> <li>• Time is reclaimed at the end of the lesson (break, lunch).</li> <li>• A task or job may be given.</li> <li>• Restorative session</li> </ul>
<b>Respectful</b> <b>Courteous</b> <b>Honest</b>	<ul style="list-style-type: none"> <li>• Talking over the teacher or other contributors.</li> <li>• Distracting others from learning.</li> <li>• Off-task chatting</li> <li>• Responding inappropriately to others' contributions</li> <li>• Rudeness or disrespect to staff or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Move to another space or leave the classroom <i>with work to complete.</i> (<i>Once the work is complete, you can return.</i>)</li> <li>• For significant or repeated incidents, a consequence may be given in the next breaktime.</li> <li>• Restorative session in next break.</li> </ul>
<b>Safe</b> <b>Kind</b>	<ul style="list-style-type: none"> <li>• Deliberate hurting or unkindness to child or adult, physical/verbal.</li> <li>• Leaving class without permission.</li> <li>• Swinging on chair.</li> <li>• Throwing items.</li> <li>• Thoughtlessly creating a hazard.</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from the situation for regulation/safety.</li> <li>• Time with teacher to think and explain.</li> <li>• Breaktime missed as appropriate.</li> <li>• Consequence relevant to incident (ie: tidying any mess made).</li> <li>• Restorative session(s).</li> </ul>

Appendix B:

Class record for time out of class

Year Group:

Date and Time	Child's Name	Member of Staff	Location and Subject	Incident	Consequence	How Parents informed?