Working together, we succeed

Behaviour Policy

Date	**September 2024, reviewed Sept 2026**
Review	**September 2027**

"The foundation of every school must be excellent behaviour" – Paul Dix

"Good behaviour in schools is central to a good education" DfE September 2022

OUR RATIONALE

We believe that all pupils deserve to be able to learn without disruption so that they can reach their full potential. The ethos and culture of our school is central to creating an environment where pupils can flourish in safety and with dignity where relationships are respectful, supportive, and highly positive.

AIMS OF THE BEHAVIOUR POLICY

- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To create a calm, orderly, safe and supportive environment where everyone feels valued
- To create a positive school culture which promotes respect and ensures everyone is treated with dignity
- To provide a consistent and fair approach to behaviour management
- To define what we consider to be unacceptable behaviour, including bullying
- To outline how pupils are expected to behave
- To summarise the roles and responsibilities of everyone in our school community
- To outline our system of rewards and sanctions
- To fulfil all legal requirements

EQUAL OPPORTUNITIES

Crookhill Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability, sexual orientation or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all

available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Our PSHE policy aims to provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

In our school we choose to deliver Personal, Social, Health Education using:

- Pol-Ed
- MUSE wellbeing
- Melva – Supporting Mental health and wellbeing of children
- EVOLVE

There are three main areas of study and is taught progressively throughout school. These areas are:

AUTUMN	SPRING	**SUMMER**
Health and Wellbeing	**Understanding Relationships**	**The World Around Us**

We will work in partnership with parents and carers to help our pupils to become well-adjusted, responsible citizens able to form and maintain healthy relationships.

CHILDREN WITH ADDITIONAL NEEDS

The policy also recognises that pupils with special educational needs or additional needs may require a flexible and sensitive approach. The behaviour policy will be applied paying attention to the pupils' individual needs. Reasonable adjustments may be made where appropriate. In some circumstances where children have more complex behaviour needs, it may be necessary to agree a behaviour plan or seek advice from the Behaviour Support or SEN Service.

Children's Responsibilities:

- To follow the school rules
- To come prepared for the day
- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of property and the environment in and out of school
- To cooperate with other children and adults

Parents' Responsibilities:

- To ensure children attend school regularly and on time
- To make children aware of appropriate behaviour in all situations

- To encourage independence and self-discipline
- To work with the school as partners in their child's education by showing an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations
- To take responsibility for the behaviour of their child both inside and outside of school

Staff Responsibilities:

- To promote the positive school culture by applying the behaviour policy fairly and consistently
- To treat all children fairly and with respect.
- To be good role models
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and positive environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs.

A WHOLE SCHOOL APPROACH

Teachers should be able to teach without disruption and pupils should be able to learn without disruption. Positive behaviour is promoted both formally and informally through our school culture and behaviour curriculum which reflect the values of our school and promote readiness to learn and respect for others.

Promoting outstanding behaviour

● Our expectations of good behaviour are communicated clearly to everyone in our school community
● Everyone understands and is encouraged to follow our school rules:

Be Ready

Be Respectful

Be Safe

● **Be ready:** We encourage children to be ready to learn, ready to engage, ready to respond

● **Be respectful:** We encourage children to be respectful of themselves, respectful of their peers, respectful of all staff, respectful of their school and respectful of the community.

● **Be safe:** We encourage our children to behave positively so that everyone in school is safe in or outside of the classroom

THE ROLE OF STAFF
All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
All school staff should:

- Know and understand school policies and procedures
- Ensure rules and routines are promoted fairly, consistently and visibly
  Be Ready
  Be Respectful
  Be Safe
- Highlight and praise positive behaviour and children who 'Go above and beyond'
- Know the children well and develop positive relationships with all children
- Work to build mutual respect
- Encourage children to take responsibility for their own actions and behaviour
- Be calm and control their own behaviour, including stance and tone of voice
- Be relentlessly bothered
- Model the standards of respect and courtesy that they expect from pupils
- Demonstrate care, empathy and kindness
- Avoid whole group punishments which children will see as unfair
- Avoid punishments which humiliate pupils by, for example, by intentionally embarrassing them

Be visibly consistent:
- 'Meet and greet' every child each day, calling each child by their name and asking after them
- Use positive praise
- Ensure children walk calmly around school
- Promote good manners

The Head Teacher and The Senior Leadership Team:
- Be a visible presence around the school for pupils, parents and staff
- Be good role models
- Regularly celebrate staff and children achievements
- Encourage use of positive praise (Celebration assembly, private words, public celebrations, Head Teacher Awards, house points, messages to parents and carers, Marvellous Me and text messages)
- Ensure staff training needs are identified and met
- Analyse behaviour records to target and evaluate support
- Support teachers in managing children with more complex or challenging behaviours
- Seek support from outside agencies where appropriate.

Teachers and Teaching Assistants:
- Ensure that the school rules are enforced and that children behave responsibly and safely
- Have high expectations behaviour
- Aim for all children to achieve to the best of their ability
- Treat each child fairly, respectfully and with understanding
- Know their pupils as individuals: knowing their names, their personalities and interests and who their friends/family members are
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption
- Emphasise and celebrate the positive, including praise for good behaviour as well as good work.
- Make sure the children understand and can talk about our 3 rules – Be ready, be respectful and be safe

Lunchtime Supervisors:
- Promote a positive lunchtime environment – on the yard or field and in the dining hall

- Ensure that the school rules and routines are enforced and that children behave responsibly and safely
- Encourage good manners
- Report incidents to the class teacher at the beginning of the afternoon session
- Report serious incidents or persistent poor behaviour to the Head Teacher or one of the Assistant Head Teachers

RECOGNISING POSITIVE BEHAVIOUR

Positive reinforcements and rewards must be applied clearly and fairly as part of a consistent whole-school approach to reinforce, reward and promote high standards of behaviour. Recognising positive behaviour:

- Encourages children to repeat that behaviour
- Reinforces school expectations and values
- Provides an opportunity for all staff to reinforce the school's culture and ethos

Rewards

Pupils are rewarded and praised for:

- **Personal and academic success and achievement, being polite, showing respect and kindness**
- **Using their learning muscles or behaviour linked to school values of teamwork, responsibility, resilience, determination and creativity**

Pupils are rewarded by:

- Verbal praise
- Class star charts
- Stickers
- House points
- 2 children from each class with the most house points each term receive a special reward
- Parents informed – Marvellous Me, verbally, Reception emails, parent consultations
- Given responsibility
- Class targets, house team of the week
- Learning Muscle stickers
- Head Teacher/Assistant Head Teacher Awards
- Celebration Assembly:
    - House Points will be awarded in class and totalled each week and a running score is kept in each celebration assembly.
    - 2 children from each class receive a star award each week often linked to growth mindset and learning muscles in school. The winning house overall for the academic year is rewarded with an activity/trip.

RESPONDING TO POOR BEHAVIOUR

Any instances of poor behaviour will be responded to in a consistent, fair, and proportionate manner to ensure a calm and safe environment is maintained, pupils can continue to learn and the behaviour is not repeated. (See appendix 1 for further information)

In our school, consistent and clear language is used when acknowledging and addressing misbehaviour.

Scripted response:

I've noticed you are having trouble with ….
It was the rule about … that you broke/You have chosen to …
Remember our school rules (Be ready, be respectful, be safe)……..
You seem to have forgotten. Try to remember to … (refer to rules/expectations) …
Do you remember last week when you … (positive behaviour) …. That's what I need to see today.

Thank you for listening.

Redirecting strategies are used to promote improved behaviour and reinforcement of school rules and expectations:

I understand that…makes you feel angry or upset…….
I need you to….so we can …….

Child	Adult
'It wasn't me'	'I hear what you are saying but……'
'But they were doing the same thing'	'Maybe you are right … I need to speak to them too.
'I was only.....'	'Maybe you were....and yet....'
'You are not being fair'	'Yes, sometimes I may appear unfair.....'
'It's boring'	'Be that as it may but I need you to re-join/finish the task'

SANCTIONS

PRINCIPLES

- When pupils choose not to follow school rules, sanctions should be applied fairly and proportionately
- Sanctions will be clearly explained to the pupil
- The system will not damage relationships
- Sanctions will make a clear distinction between minor and more serious offences
- Sanctions will be flexible enough to take SEN or pupils with additional needs into consideration
- The punishment of the whole group is discouraged
- Staff will always consider the severity and frequency of the negative behaviour when applying the policy

Behaviour level	**Examples**
Reminder/Verbal Warning refers to low level negative behaviour	Poor attitude, lack of respect/disrespectful attitude, impolite behaviour/rudeness, fidgeting / fiddling (on purpose), shouting out, failing to keep on task, leaving desks, unkind remarks, time wasting, running in corridors, pushing in line, distracting others
Yellow Card refers to more serious negative behaviours or failing to stop after a verbal warning is given	Continued behaviour as above <u>Serious negative behaviour</u> Threatening / Aggressive behaviour, refusal to co-operate, lack of respect or disregard for authority, telling lies/blaming others, persistent disruption to lessons, swearing, defiance
Red Card refers to the most serious types of negative behaviour or failing to stop after a yellow card is given	Continued behaviour as above <u>Most serious negative behaviour</u> Any form of discrimination/hate - racism, sexual, gender, ethnic, allergy * Bullying** Any violent behaviour with intent to hurt another person. Swearing, spitting at others, destruction of equipment/property, stealing, continued defiance

This list is not exhaustive and is a general guide. Staff will use their professional judgement to decide on the level of sanction based on the context of the situation, any specific circumstances and nature of the behaviour.

*For all Hate Incidents, please complete Discriminatory-Related Incident - Data Collection Form

** Bullying – see Anti-bullying policy also

Stepped Response:

Reminder	A reminder of the 3 rules delivered privately wherever possible. Repeat reminders if appropriate.	
Verbal Warning	Clear verbal caution A reminder of the 3 rules delivered privately wherever possible. Refer to examples of previous good behaviour. Use of scripted response.	If a pupil receives verbal warnings on 3 consecutive days, the Head Teacher is informed.
Yellow Card	Speak privately if possible. Explain why behaviour is unacceptable and warrants a yellow card. Give a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use of scripted response, redirecting strategies. Short time out if appropriate e.g. working in a different space, loss of part of breaktime	Record on CPOMs – alert SLT, class teachers, TAs If a pupil receives 3 yellow cards in a two-week period, the Head Teacher will take appropriate action (discussion with child, yellow letter or discussion with parents)
Repair	Chat with member of staff	
Red Card	Time out. Explain why behaviour is unacceptable and warrants a red card Child is sent to Head Teacher or Assistant Head Teacher Work completed in a different classroom, missing playtime/break (Next class up, AHT classroom or HT office) Work sent home to complete if appropriate	Record on CPOMs– alert SLT, class teachers, TAs If a red card is issued, parents will be informed via a red card letter/email or phone call to discuss the incident
Repair	Restorative conversation with class teacher or SLT	
Behaviour Plan	Continued poor/disruptive behaviour	Involvement of SENDCo Meeting with parents and pupil to discuss next steps
Monitoring	Monitored by Head Teacher, Assistant Head Teachers	Referral to external agencies if appropriate Regular discussion with pupil
Internal Exclusion	Continued disruptive behaviour. Serious incident, such as violence towards another pupil or member of staff, verbal abuse towards pupils or staff, bullying, or racial or sexual discrimination Pastoral Support Programme	Referral to external agencies if appropriate Parents informed Discussion/review with pupil

External Exclusion/ Fixed Term Suspension	If internal exclusion is seen to be ineffective, and there is continued poor /disruptive behaviour, an external exclusion will be put in place. A serious incident may warrant an external exclusion/fixed term suspension	Parents involved LA informed Governors informed If appropriate: Social Worker informed Virtual School Head informed
Managed Move Permanent Exclusion	Permanent exclusion or a Managed Move are extremely serious steps. School can no longer cope with the pupil. This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently Permanent exclusion means that the pupil can no longer attend the school	

Supporting pupils

Following poor behaviour and/or sanction, staff will help pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. Sanctions must not damage relationships within school and 'repair' is an important part of supporting pupils to address and improve behaviour.

Repair

- An informal discussion or quick chat to discuss behaviour before moving on.
- A targeted discussion known as a Restorative Conversation. This will include explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person.

Targeted Support

Nurture group or 1:1 in school
Referral to school counsellor, Early Help etc
Behaviour Plan
Referral to Behaviour Support Service
Involvement of the Educational Psychologist
Involvement with social services

There may also be other circumstances to consider such as a pupils' early childhood experiences, home situation or emotional needs at a given time. We recognise that their behaviour is their way of communicating their emotions. SLT will endeavour to understand whether there may be any particular circumstances which have led to poor behaviour and how the pupil can be best supported.

Restorative Practice

Restorative practice aims to manage conflict by ensuring that everyone in the process feels they are involved, treated equally, and all given a voice. Restorative Meetings (repair) may be used as

necessary if children need greater support with their behaviour. These meetings can involve the class teacher, a member of senior staff and/or parents depending on the behaviour.

- ✓ What happened?
- ✓ What were you thinking of at the time? Can you tell me what happened at the time? How did you respond at the time?
- ✓ What have you thought about since?
- ✓ How has this affected you?
- ✓ Who do you think has been affected? In what way?
- ✓ What is happening now? How do you feel now?
- ✓ Is anything different for you since?
- ✓ What do you think you need to do to make things right?
- ✓ How would you like to see the future?
- ✓ Is there anything you would like to add?

MONITORING

Patterns of behaviour are monitored on CPOMs and from behaviour charts. Continued poor behaviour (after a red card has been given/ if a regular pattern of warnings, yellow/red cards has been noted) then the child is sent to the Head Teacher and parents are contacted to discuss behaviour.

It is equally important to recognise improvements in behaviour when monitoring patterns. Pupils will be praised for improving and maintaining good behaviour and will be rewarded as set out in the Rewards section above.

AFTER SCHOOL CLUBS

The behaviour policy applies to children taking part in after school activities. Any child receiving a red card at an after-school club will not be allowed to attend the club the following week. Continued poor behaviour at a club will result in a child losing the privilege of attending an after-school activity.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

We expect our pupils to uphold our behaviour principles and to behave respectfully in and outside of school.

Sanctions can be imposed for poor behaviour outside the school premises, including online conduct

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

SUSPENSIONS AND PERMANENT EXCLUSIONS

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary.

- Suspensions and exclusions guidance is based upon current Gateshead Council and DfE guidance and current legislation, which sets out the responsibilities of the Head Teacher, governing body and the LA.
- Suspensions and exclusions will not be used if there are alternative solutions available.
- Only the Head Teacher, or the Assistant Head Teachers, in the absence of the Head Teacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter.
- Detailed records of incidents are kept and suspensions are reviewed by the governing body.
- Suspensions and exclusions will only be used for serious breaches of school policy.

- As soon as the pupil is suspended or excluded the school will provide appropriate work to be collected by parent/carer and returned for marking.
- Parents will be required to attend a re-integration meeting upon the child's return to school.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term suspensions, or as a result of a very serious one-off offence.

As a last resort, a pupil may need to be excluded or suspended from school, in which case the Headteacher will follow the LA guidelines.

POSITIVE HANDLING

Staff will always try to de-escalate a situation but there are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Positive Handling (use of reasonable force and restrictive interventions) should only be used when all other strategies to de-escalate a situation which do not employ force have been tried and found unsuccessful or in an emergency situation.

Definitions of 'reasonable force' and 'restrictive interventions'

The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involves a degree of physical contact with pupils. Reasonable force should only be used as a last resort when all other de-escalation techniques have been attempted and proven ineffective, or in situations of emergency where immediate action is necessary to prevent harm.

Reasonable force: Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

As noted within the definitions, these terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly physically pull apart two pupils who are fighting, all three definitions could be relevant.

The following list is not exhaustive but provides some examples of situations where reasonable force and restrictive interventions can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts

Use of reasonable force or restrictive intervention will be in line with school policy and guidelines. Staff trained in De-escalation and the Physical Intervention are: Miss McCormack, Mrs E Smith and Mrs Smeatham, Mrs Burns, Miss Brown.
See Positive Handling Policy for full details.

School Policies

- This behaviour Policy should operate in conjunction with policies for
- Equal opportunities
- Positive Handling
- Mobile Phones
- Allergies and Anaphyllaxis
- Anti-bullying
- Safeguarding and Child protection
- Allegations of Abuse Against Staff
- SEN
- Home school agreement

Appendix One

Behaviours to be discouraged

- Lack of respect
- Poor attitude
- Repeated non-compliance with school rules
- Bullying; physical and verbal
- Violence of any kind
- Racial or verbal abuse
- Swearing
- Attempting to abscond, run out of school
- Destruction of property/equipment
- Stealing
- Telling lies, blaming others
- Persistent disruption of lessons
- Refusal/non-compliance
- Poor punctuality to lessons
- Defiance
- Bad behaviour in school playground