Behaviour Policy

Cranleigh C of E Primary School

Date of Policy: Spring 2024
Schedule of Review: Annually
Next Review Date: Spring 2025

Nurturing belief and ensuring the highest standards of learning for all

'Encourage each other and build each other up' – Thessalonians 5:11

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally (DfE 2021).

At Cranleigh C of E Primary School, we shape the discussions about our children's behaviour to 'how can we maximise engagement and participation'. Our conversations are affirmative: what can **we** do as adults to promote the aforementioned.

We are research focused and use what has been proven to work:

Positive Reinforcement and Rewards: Kazdin and Bootzin (1972); (Deci et al., 1999)
Using tangible rewards and fostering autonomy and self-efficacy.

Effective Communication and Clear Expectations: Strain and Joseph (2004)
Setting clear expectations/rules and communicating them in a developmentally/age-appropriate manner.

Modelling and Social Learning: Bandura (1963); Patterson et al. (1975)
Modelling prosocial behaviours and providing opportunities for children to witness positive behaviours in action.

Restorative Practices and Problem-Solving: Bradshaw et al. (2019)
Implementing restorative approaches to improve conflict resolution skills, increase empathy, and develop a greater sense of accountability among children.

Individualized and Developmentally Appropriate Strategies: Olson and Sameroff (2007)
Tailoring strategies to individual characteristics and adopting an individualised approach.

The research suggests that a more holistic approach to discipline which begins and ends with the understanding of the child is what works. Gregory et al. (2016) emphasises the need for schools to adopt a more comprehensive framework that combines prevention, intervention, and restorative practices. A balanced approach can foster a sense of accountability, encourage personal growth, and promote positive behaviour by addressing both the immediate incident and its underlying causes.

And this is Cranleigh C of E Primary School's behaviour approach.

Ready, Respectful, Safe

At Cranleigh C of E Primary School, we work towards standards of behaviour based on the basic principles of being **Ready, Respectful** and **Safe**.

READY encompasses all aspects relating to promoting positive behaviour which allows us to maximise learning time and ensure that <u>ALL</u> children are engaged and proactive learners.

RESPECTFUL relates to how our community interacts and how we behave in order to allow every member of our school family to flourish.

SAFE focuses on behaviours that enable us to keep everyone in our community safe, secure and feeling supported.

Our **Positive Behaviour Matrix** (See Appendix 1) outlines the behaviours we expect to see from children to show they are Ready, Respectful and Safe.

We use **Positive Noticing Threads** (Example in Appendix 2) to reinforce the desired behaviours. Each half-term, we focus on three positive behaviours and staff will praise children for demonstrating those behaviors.

Each classroom has a **Recognition Board** (See Appendix 3). This is used to acknowledge and praise children who are demonstrating positive behaviours.

Rewards

We use a range of rewards to acknowledge positive behaviour. These include:

- Verbal and written praise.
- Sharing great learning.
- House points.
- Celebration worship recognition.
- Individual, group and class rewards.

Certificates

On a weekly basis, children are selected to receive certificates during our Celebration Worship. A child from each class will receive a 'Spotlight Award' which recognises outstanding all-round achievement. A second child from each class will receive a 'Ready, Respectful, Safe' certificate which recognises positive behaviours.

House Points

House points are awarded by all members of staff. House points may be awarded for both learning and positive behaviour. House point totals are announced during celebration worship and the three children, in each class, who have earned the most house points will go into the draw for a token from our book vending machine at the end of the half term. The house team with the most points at the end of a half term come into school on the last day of that half term in their own clothes which represent the colour of their house.

Consequences

It is important that there is a graduated response to negative behaviour to ensure that children have the opportunity to learn and change negative behaviours. Our **Consequences Code** (See Appendix 3) is displayed prominently in classrooms and shared areas of the school so both children and adults are fully aware of the procedure. The aim is to de-escalate and change negative behaviours quietly and calmly with a consistent approach. If a child's negative behaviour choices escalate, they should be given time to calm and then a restorative conversation (example in Appendix 5) should occur with the child being given the opportunity to repair the situation with the support of an adult if appropriate. Negative behaviour incidents and details of any restorative conversations should be recorded on CPOMS.

There is a statutory need to address negative behaviours, but responses must be reasonable. In all instances, before deciding on the appropriate course of action, account must be taken of chronological age, developmental age, any SEN or disability, any religious requirements and any psychological well-being issues.

In addition, a consideration should be made as to whether the child is suffering from harm or unmet needs. If this is suspected, the Safeguarding or SEND policies would also be followed.

In all cases, equal opportunities must be applied.

For serious offences or continually persistent behaviour, the following procedure may occur:
- Referral to a senior leader
- Introducing a Behaviour Support Plan (see Appendix 6)
- A meeting between parents/carers and senior leaders
- A request for specialist help and advice from appropriate professionals e.g. the Inclusion Lead, STIPS
- Positive handling (please see our **Physical Restraint Policy**)

Suspension

We follow the DfE's **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, September 2023**. This states:

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

The headteacher will decide if a pupil's behaviour warrants suspension or permanent exclusion.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Any decision of a headteacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Headteachers should also take the pupil's views into account.

The decision to suspend/exclude a child may be for:

- violence or threats of violence to staff or pupils
- serious damage to school property
- dealing in or supplying drugs
- serious and persistent disruption to pupils' learning, including swearing
- carrying an offensive weapon
- making a serious, malicious allegation against a staff member
- first offence of actual or threatened violence against another pupil or a member of staff

This is not an exhaustive list.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our **Anti-bullying Policy** for our approach.

Analysis of Behaviour Patterns

Senior Leaders will monitor CPOMS data regularly. It is important that behaviour patterns are identified, actions are applied and then monitored to have maximum impact. This would usually be through:

- Individual or group nurture/behaviour support including outside agencies where appropriate
- Parent workshops
- Adaptation of PSHE lessons to address behaviour identified
- Assemblies to address behaviour identified

Inclusion

At Cranleigh C of E Primary School, we recognise the legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, it is a fundamental part of the Behaviour Policy that all staff and adults ensure fair treatment for all children, regardless of age, gender, race, religion, ability and disability. This includes safeguarding in respect to SEND children. SEND needs will always be considered and reference made to Surrey's Ordinarily Available Provision. **A differentiated behaviour consequence will be applied to cater to the needs of the pupil where appropriate to do so.**

SEND approach to ensure acceptable standards of behaviour for all children

1. Consider the behaviour - could this have been avoided if SEND needs had been considered?
2. Graduated approach needs to be in place - what extra support might be needed to identify and address the needs of pupils from vulnerable groups in order to reduce their risk of exclusion as well as to engage proactively with parents to support these.
3. Does a meeting need to take place - an Early/Interim Annual Review or child in need meeting for example?

Roles and Responsibilities

All members of our school community play an important role in positive behaviour management and discipline.

Governors

- Monitor and review the implementation of this policy.
- Follow the Department for Education (DfE) guidance in regards of exclusions.
- Support the policy during any visits to the school.

Headteacher

The Headteacher is responsible for reviewing and applying this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Staff

- Will implement the behaviour policy consistently.
- Will model high standards of behaviour, both in their dealings with the children and with each other.
- Will provide a personalised approach which considers the specific behavioural needs of particular pupils.
- Will establish clear routines and communicate expectations clearly and consistently.

- Will create and maintain a stimulating environment that encourages pupils to be engaged in their learning.
- Will record behaviour incidents factually, where necessary, using CPOMS.

- Will develop a positive relationship with pupils, through a variety of methods which may include:
- Pre-empting poor behaviour through knowing each child well and the careful consideration of classroom management and effective teaching strategies.
- Highlighting and promoting good behaviour (noticing the positive and praising it).
- Having a plan for dealing with low-level disruption.

Families

Families have a vital role to play in their child's education and strong links and good communication, between home and school, is important.

We ask families to:
- To support the Behaviour policy
- To support staff when consequences are applied; discuss with their child the reasons for them; and make it clear what changes in behaviour are required to avoid future consequences.
- Make sure their child is ready to learn each day by: being on time, wearing school uniform, providing a healthy breakfast and ensuring sufficient sleep.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Praise their child if they receive positive verbal or written feedback from staff, a sticker or a certificate.
- Make complaints or share concerns through official school channels rather than posting them on social networking sites or messaging groups.

APPENDICES:

1: Positive Behaviour matrix

2. Example of Positive Noticing Thread

3. Recognition Board

4. Consequences Code

5. Example of Restorative Conversation

6. Behaviour Support Plan

Positive Behaviour Expectations

|	Learning Space	Corridors	Toilet	Outside
Ready	I enter the classroom quietly I show good listening I try my best with all learning	I line up quietly and sensibly I do what I am asked the first time I walk down the corridor calmly and quietly	I ask for permission to use the toilet I go to the bathroom by myself I wash my hands with soap and water	I follow all instructions from adults I play appropriately I use the equipment safely I tidy up and line up when the whistle goes I ask permission and get a lanyard before I come inside
Respectful	I do what I am asked the first time I look after all resources and belongings I use kind words	I look smart in my uniform I am polite I let teachers teach and students learn	I keep the toilets clean I care about the privacy of everyone I use the toilet during break times	I do what I am asked the first time I am inclusive and play fairly I care about the safety of everyone I use kind words
Safe	I stay in the classroom unless I have permission to leave I stay in my seat unless I have permission to move I keep my hands, feet and objects to myself	I always walk I walk on the left I open and close doors carefully I follow adults instructions I keep my hands, feet and objects to myself	I ignore distractions from others I use all equipment appropriately I ask permission to use the toilet I keep my hands, feet and objects to myself	I keep my hands, feet and objects to myself I play appropriately I use the equipment safely I stay in the spaces agreed by adults

Appendix 2 – Example of Positive Noticing Thread

Back

Positive Behaviours Learning Space **1**	Positive Behaviours Learning Space **2**	Positive Behaviours Learning Space **3**
Positive Noticing I've noticed that… Great job… That's what I want to see today	**Positive Noticing** I really liked it when you… Fantastic effort… Good choice…	**Positive Noticing** Thank you for… You can do this! Well done for trying your best to…
Connect then Correct I've noticed that… I need you to… I really liked it when you… this is the child I want to see today	**Connect then Correct** I understand and yet… You did this so well earlier, I would like you to try again now. You can either do… or ….	**Connect then Correct** I understand you may find this hard, would it help if..? This behaviour is unacceptable. I know you are better than this. I can see you are feeling… how can I hep you feel better?
Adult Behaviour Calm, consistent and kind at all times	**Adult Behaviour** Correct in private	**Adult Behaviour** Give instruction then give time for take up (maybe walk away)

Front

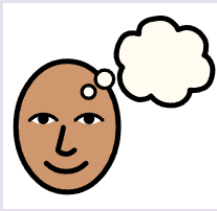| Positive Behaviours Learning Space **1**	Positive Behaviours Learning Space **2**	Positive Behaviours Learning Space **3**
Ready I enter the room quietly	**Ready** I show good listening	**Ready** I try my best with all learning
Respectful I do what I am asked the first time	**Respectful** I look after all resources and belongings	**Respectful** I only use kind words
Safe I keep my hands, feet and objects to myself	**Safe** I stay in the room unless I have permission to leave	**Safe** I stay in my seat unless I have permission to leave
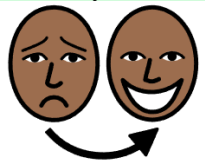
Appendix 3 – Example of Recognition Board

Recognition Board

Level	Reward
Gold Excellence	Feel Fabulous Positive Note Home
Silver Role Model	Feeling Great Star Sticker
Bronze Try my best	Feeling Good House points
Green Ready to learn	Feeling Good Praise

	Steps	Actions – delivered **privately** when possible
1	Reminder	A simple reminder of Ready, Respectful, Safe Or A reminder of the positive behaviour required After a short time, repeat reminder if reasonable adjustments are necessary Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution – try the "Connect then Correct" phrases Use the phrase, "Think carefully about your next step" Give take up time
3	Last Chance	Privately, give a final opportunity to engage. Use a "30 second script"
4	Calm Time	Either: A short time outside the classroom (in another class or with an adult) Or Sitting on a playground bench or with an adult Give time for the child to breathe, calm, and compose themselves. Consider if behaviour warrants a phone call to inform family.

Repair	Either: A quick restorative chat at break, lunch or at the end of the day Or A more formal restorative conversation where a restorative action is agreed. Agree an appropriate restorative action with the child. For example: - Apology verbal or note - Reflective activity – What does ready/respectful/safe look like? - Tidy up mess made - Time at learning break to continue any missed learning

	Steps	Actions
1	**Reminder**	An adult will give me a reminder of what is expected I need to think about my choices: - What choice have I made? - What could I do differently? - I will change my behaviour so I am ready to learn.
2	**Caution**	An adult will give me a caution. I will think carefully about my next step.
3	**Last Chance**	I will be given a final chance to make the right choices. There will be a consequence if I continue with the choices I am making.
4	**Calm Time**	I need to become calm and reflect: - I will go to a space of an adult's choice - I will reflect on my choices An adult will talk with me about my choices. I need to think about what I can say or do to make this better. An adult can help me with this.

Repair	I need to say or do something to make this better. I need to agree what this is with an adult. I might need to… - Apologise for the choices I have made - Write an apology for the choices I have made - Use some of my learning break to think about what ready/respectful/safe looks like - Tidy up any mess made - Use some of my learning break to continue with any learning I missed

<u>Restorative Conversation</u>

What happened?

What were you thinking at the time?

How did this make people feel?

What are you thinking now?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence and how to repair the situation. It is important that any consequences are developmentally appropriate and are designed to support children to learn about how to regulate their emotions and how better to manage similar situations in the future.

This plan should be shared with family and compiled by all staff involved with the pupil.
The plan should be regularly reviewed and updated in light of new
information.

<u>Behaviour Support Plan</u>		
Name:	**Date:**	**Plan developed by:**
Shared with:		
This is a plan to collect all appropriate adults together to support a child. It is aimed to aid staff in finding a strategy to support and encourage positive behaviour that works and for all adults to consistently to use it. Once the strategy is found that works the BSP can be closed but the strategies should continue to be applied.		
Behaviour concerns:		
Strengths:		
Dislikes and triggers:		
Likes (motivations, possible ways to deescalate/distract/motivate):		
Behaviour targets:		
In-class action/s:		
Resources/support needed		

Initial review date:	Further review date:
Attendees:	Attendees:
Outcome:	Outcome:

Our Behaviour Policy links to our:

Anti-Bullying Policy
Attendance Policy
Child Protection Policy & Safeguarding Policy
E-Safety Policy
Equality & Diversity Policy
Home School Agreement
Positive Touch and the use of Restrictive Physical Intervention Policy
PSHE Policy
SEND Policy
Staff Code of Conduct

Other references:

DfE *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England'* May 2023
DfE *'Use of Reasonable Force'* guidance Feb 2019.
DfE *'Searching, screening and confiscation'* guidance Jan 2018.
DfE *'The Equality Act 2010 and Schools'* June 2018
DfE *'Keeping Children Safe in Education'* 2023
SCC Model letters for Suspension and Permanent Exclusion November 2021
SCC Inclusion Service Permanent exclusion of pupils Guidance for Surrey Schools November 2021