



SCHOOL BEHAVIOUR POLICY

Happiness is at the heart of the curriculum at Croft Church of England Primary School.

At Croft School, we believe that happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Principles

It is our policy that all pupils should have the right to clear guidelines regarding behaviour and the opportunity to be part of a safe, caring and respectful learning community. Pupils have a right to be happy and our policy has the following key Christian Values at its heart: peace, forgiveness, justice, and respect.

This policy should be read alongside our policies on Equalities, Teaching and Learning, Special Educational Needs, Anti-Bullying, Child on Child Abuse, Online Safety and Safeguarding.

This policy was written with reference to DfE Behaviour in Schools Advice for headteachers and school staff July 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

DfE Searching, Screening and Confiscation Advice to Schools July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Aims

Our behaviour policy aims to:

- Celebrate and reward positive behaviour
- Teach pupils to make appropriate and responsible choices regarding their behaviour
- Teach pupils about the Christian values of peace, forgiveness and justice, respect
- Support the development of pupils' debating skills and develop their ability to understand and appreciate the viewpoints of others
- Encourage pupils to become 'self-disciplined'
- Encourage and acknowledge individual uniqueness, achievement and progress both inside and outside of school
- Support the school's vision to develop pupils' respect towards each other and themselves
- Support pupils to be respectful, independent, resilient and to develop their learning skills and attitudes towards learning
- Provide clear guidance for governors, staff, parents and pupils to understand and follow
- Promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Pupil Voice

The following guidelines have been created by the school council to help pupils to maintain positive behaviour and attitudes and live out the Christian values of peace, forgiveness, justice and respect:

- Always show an 'I can do' attitude
- Be a peace maker

- Be polite and show good manners
- Show respect; listen to others and think about their feelings
- Be a role model

To support pupils in maintaining positive behaviour and attitudes, these guidelines will be displayed in all classes and in key positions around the school.

The school behaviour curriculum

Positive behaviour reflects the values of our school, readiness to learn and respect for others. Positive behaviour is taught to all pupils through the PSHE curriculum.

Rewarding positive behaviour

Positive behaviour and hard work are expectations of this school so that everyone feels valued and respected. To support this, the school has the following systems to reward pupils for their positive behaviour in school. Where extrinsic rewards are used, they are consistent, age appropriate, valued and inclusive.

- **Friday celebration worship**

Three pupils (per class) are selected each week for their contributions to Christian values (reverence, wisdom, thankfulness, endurance, respect, service, compassion, trust, peace, forgiveness, justice, hope, creation, koinonia), attitude to learning and achievement.

One child (per year group) is selected each week for the Head Teacher's award. Each pupil receives a personally written certificate with a description of their achievements to take home to their family. A photograph of each pupil and is displayed on the Head Teacher's award board in the school's entrance hall.

One child is selected each week by the lunchtime activity coordinator for adopting a healthy lifestyle.

- **Golden Table Award**

Each week, one pupil per class is selected by the School Council for showing a positive attitude and good manners during lunch time. These children also get to sit at the 'Golden Table' for one lunch time to celebrate their achievement.

- **WOW moments**

Sometimes pupils do things that staff feel need instant recognition. On these occasions, pupils will visit the Head Teacher to communicate their achievements and they receive an instant Head Teacher's award in the form of a 'golden sticker'.

- **WOW Wall**

One pupil (per year group) has their work selected for display on the WOW wall each week and is celebrated in Celebration Worship.

- **Worker of the day**

All classes have a 'worker of the day' display in their class. A child is selected each day for their hard work and achievements and their name is added to the display each day.

- **Learning skills**

Each class from Y1-6 has a 'what makes a good learner?' display on the wall. Each half term, pupils complete reflection exercises to help them select a 'learning skills' target. The targets are:

- To show a positive attitude (I can do it!);
- To be a good listener;
- To share;
- To ask for help only when you really need it;
- To show good concentration;
- To do homework well and hand it in on time;
- To not be afraid to get things wrong;
- To persevere.

Pupils work on these targets across the year to help them to develop their skills as learners and develop a positive and independent attitude towards their learning. This is monitored by staff and is communicated to parents in their child's interim and end of year report.

- **House points**

House points can be awarded by any member of staff for positive behaviour and achievements. House points are recorded throughout the year, a winner is announced at the end of the year and rewarded the house point cup. Each week the house with the most points receives five minutes extra playtime and this is announced in Celebration Worship and the winning house each term receives an afternoon treat. Our school house names are Aidan, Bede and Cuthbert.

- **Croft Family Wall**

Children's achievements out of school are displayed on the Croft Family Wall.

- **Annual progress and attendance awards**

Each year, one pupil from each class receives a progress award for making outstanding progress in their learning. Pupils who achieve 100% attendance across a year are awarded a trophy for their outstanding attendance.

Poor behaviour

Occasionally, staff may be required to deal with poor behaviour. Staff will always attempt to deal with behaviour issues in a positive manner and will use 'positive redirection' in the first instance providing opportunities to turn situations around, put right things that have gone wrong, reflect on actions and show forgiveness. However, sometimes it is necessary for staff to follow the school's behaviour guidelines. Every situation will be dealt with, with calmness, connection, curiosity and cooperation to enable compassionate learning and build empathy and esteem for themselves and others.

In the instance of low-level disruption, the following steps will be taken by staff:

- **Step 1:** Redirection – gentle encouragement, a 'nudge' in the right direction.
- **Step 2:** Verbal warning – staff will deliver a firm, clear verbal warning in a sensitive manner which makes the pupil aware of their behaviour and the possible consequences.
- **Step 3:** Verbal warning 2 – a repeat of Step 2.
- **Step 4:** Time out – staff will administer a 'time out' where the pupil will be given up to 10 minutes (depending on the age of the pupil and nature of behaviour) to 'think' about their actions and how they will behave when they return. If pupils require a time out during playtime or lunch time, they will stay with a member of staff on duty for their thinking time.
- **Step 5:** Written reflection – pupils will work in a different area of the school to complete a reflection sheet and will be directed through this process by a member of staff. Parents will receive verbal notification on the day of the incident with an explanation of events and the actions taken by staff. The pupil should then be taken to the Head Teacher to discuss the incident where elements of restorative practice are used to discuss the behaviour in a fair and consistent manner.

Incidents of poor behaviour should be communicated privately among staff, using the school communication system.

Instant sanction

In the following situations, pupils will complete a reflection sheet immediately after the event followed by a discussion with the Head Teacher.

- Defiant behaviour (refusal to act upon instructions delivered by staff)
- Foul and abusive language
- Physical assault
- Racial, xenophobic, homophobic, discriminatory, threatening behaviour, (including against those with disabilities /medical conditions), hurtful actions or comments, child on child abuse
- Damage to school, staff, or another pupil's property

Parents will be informed verbally and/or by letter depending on the nature of the behaviour. Pupils will always be given the opportunity to apologise to any affected parties as soon after the event as possible. In these instances, it may be that the parents of any affected parties are informed also.

Teachers and members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

In rare circumstances, unacceptable behaviour may be serious enough to warrant further action. As a last resort, trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the Education and Inspections Act 2006. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence, b) causing personal injury or damage to a pupil or property, c) prejudicing the maintenance of good order and discipline. The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. Staff are trained with, 'Team Teach,' positive handling and de-escalation techniques.

Contributing Factors

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.

Safeguarding

Consideration will be given to whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm and if so, staff will make links to the safeguarding and child protection procedures.

Persistent challenging or disruptive behaviour

In cases where low level challenging or disruptive behaviour continues and/or there are a number of instant sanctions being administered, parents will be invited into school to discuss the matter and a personalised plan of action will be put in place to support a positive resolution.

Child on Child Abuse including Bullying

Child on child abuse includes, but is not limited to:

- physical and sexual abuse.
- sexual harassment and violence.
- emotional harm.
- on and offline bullying.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

Repeated, intended to hurt someone either physically or emotionally and can be aimed at certain groups, eg because of race, religion, gender or sexual orientation, medical conditions or physical disabilities. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).

The school's definition of bullying is conducive to this.

In any situation where the school believes that a child's behaviour matches the school's definition of Child on Child Abuse including bullying, the following steps will be taken:

- The Head Teacher and the class teacher will meet with all pupils involved and compile a full written report of events.
- The report will focus on the actions of the individual/s and the distress that this has caused to the victim.
- Parents and pupils will be asked to engage in discussion with the school.
- If the school continues to believe that Child on Child abuse including bullying has taken place, a clear and definitive message will be provided to the pupil/s and parents that 'Child on Child abuse including bullying is not tolerated' and this behaviour must cease immediately otherwise further action may be taken.
- This will be followed up by a formal letter.
- The situation will be closely monitored and reviewed.

- In-school and external support and advice will be offered to all parties throughout the process.
- The school is required to report instances of Child on Child Abuse /bullying to the Local Authority however, no personal information will be stored or communicated.

Please refer to the school's Child on Child Abuse/ Anti-Bullying policy for further information.

Screening and Searching of Pupils

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Head Teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.
3. The list of prohibited items is:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.
4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Conduct outside the school premises, including online conduct.

Schools might sanction pupils for misbehaviour:

- 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.

Suspension/Exclusion

As a final and last resort and when all other elements of the behaviour policy have been exhausted or in extreme circumstances, the Head Teacher may make the decision to suspend or exclude a pupil. Please see school Suspension/Exclusion Policy.

Leaving the school site

Leaving the school site In the unlikely event of a child leaving the school site, a member of staff would observe the child from a distance and attempt to re-engage them in a positive dialogue about the best thing to do next. They would not follow them closely as this could cause them to run, possibly into the road. The Headteacher would be informed who would contact the child's parents and if necessary the police - See NYCC Guidance on the use of RPI and the school's Lost Child Policy.

Role of the school staff

School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement. They will record incidents on CPOMs immediately and report directly to the class teacher or Head Teacher. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

New staff will be provided with the school's behaviour policy upon induction. All staff will have regular behaviour management training. Behaviour management will be an important part of professional development for ECTs.

Role of the head teacher and local governing board

Mrs Rebecca Wallace (Head Teacher), is the lead member of staff with the responsibility for behaviour.

The Head Teacher is to ensure that pupils and staff comply with the behaviour policy agreed by the local governing board.

The local governing board is to ensure that the school's behaviour policy is successfully implemented by the Head Teacher.

Role of the parents/guardians

To support the school's behaviour policy.

To support the school's expectations of appropriate and respectful behaviour of pupils using the school grounds at all times.

Monitoring

The implementation of this policy will be monitored by the Head Teacher and the local governing board. This will include:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;

The policy will be reviewed every year with the Child on Child Abuse/ Anti-Bullying Policy.

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| Written by | Rebecca Wallace |
| Ratified by Governors | |
| Date for Review | |
| Signed – Head teacher | <i>Rebecca Wallace</i> |
| Signed - Chair of Governors | <i>Alison Russell</i> |