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Aspire Discover Flourish

"With God, all things are possible."
Matthew 19:26

Crowton Christ Church C.E. Primary School

Behaviour and Relationships Policy

Behaviour and Relationships Policy - Summer 2024	
Review Frequency	Annually
Reviewed and approved by	Full Governing Body
Date	June 2024
Headteacher Signature	<i>Lauren Hill</i>
Chair of Governors Signature	<i>Ruth Downes</i> <i>Sarah Thompson</i>
Date of next review	June 2025

Statement of Intent

Crowton Christ Church Primary School believes that, in order to facilitate teaching and learning, high expectations must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired expectations.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good choices.
- Challenging and disciplining the wrong choices.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment, allowing all pupils to learn and reach their full potential
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and ensures respect for all
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Our school is wholly Christian and the staff and children model our core Christian Values in all that they do.

Our Christian Values are:

Respect	Trust	Compassion
Truthfulness	Courage	Friendship
Thankfulness	Generosity	Forgiveness
Justice and Peace	Perseverance	Service

Our chosen Christian values are rooted in the teaching of Jesus Christ and underpin every aspect of our community's life and work.

In the daily life of the school, all members of the community are encouraged to demonstrate the Christian values, putting them into practice, including when conflicts do arise.

The purpose of this policy is to establish what constitutes appropriate behaviour at our school and to make clear what strategies should be adopted to ensure that those expectations are achieved. Our primary aim is to build on the positive ethos established in our school and promote our Christian Values within the children and model these as staff.

We have corporate responsibility for the good behaviour of all pupils in the school – not just our own classes/ groups.

This policy impacts on all staff and pupils in the school at all times both on and off site. It is incumbent upon staff to model good `relationships- adult-to-adult and adult to pupil. All pupils will be dealt with fairly in line with our school's Equal Opportunities Policy.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class

- Failure to complete classwork
- Rudeness
- Graffiti

‘Low-level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’, depending on the severity of the behaviour.

4. 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: <ul style="list-style-type: none"> • 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
Cyberbullying	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)

Crowton Christ Church C.E. Primary School is committed to preventing all types of bullying.

It is entirely contrary to the values and ethos of our school. All members of the school community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff will work to ensure that bullying is not prevalent in the school community by implementing preventative strategies involving staff, parents and children and also the wider school community. We have a shared responsibility to

safeguard all pupils. We aim to ensure a unified approach is practiced across our school when dealing with bullying and also to ensure consistency across all key phases with a wider purpose to enable children to thrive in a positive and safe learning environment.

Our Anti-Bullying Policy outlines how we prevent bullying at Crowton by positively promoting the caring ethos of our school, in which everyone feels valued and secure; to celebrate differences; to foster self-esteem and to prevent conflict at an early stage.

At our school, we are clear that that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff challenge all inappropriate language and behaviour between pupils. Every member of staff strenuously advocates for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff / Teachers

Staff / Teachers are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents / Carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

“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.” (Behaviour in Schools’ Guidance, 2022)

At Crowton Christ Church C.E. Primary School, we develop children’s character through our Behaviour Curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow from school ready children into adults who are polite, respectful, safe, and considerate of others. We believe that as pupils practice these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. In this way our school has a positive culture which enhances teaching, learning personal/social development and the opportunities we can offer our children. For this Behaviour Curriculum to be effective, it must be applied consistently by all member of staff in all school contexts. Everyone is responsible for modelling and managing behaviour throughout the school at all times.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. As a school, we have based our school rules upon our chosen Christian values.

At Crowton, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Our Behaviour Expectations

Know the following examples of these three principles:

1. Be Respectful
2. Be Ready
3. Be Safe

Be Respectful	Be Ready	Be Safe
<ul style="list-style-type: none">• Say please and thank you• Hold doors open for people• Talk kindly to other pupils• Say good morning/ afternoon to adults• Respect others right to learn• Respect school property by looking after it• Use a calm and polite tone of voice• Value differences• Follow staff instructions	<ul style="list-style-type: none">• Completing homework on time• Remembering to bring equipment to school• Wearing correct school uniform• Tidying up your own workspace and the classroom• Accepting responsibility if you make a mistake and saying sorry	<ul style="list-style-type: none">• Sitting sensibly in the classroom• Walking through corridors• Playing games that do not become too physical• Using calm and respectful tones when we communicate

The school's 'Golden Rules' are:

- We are kind, caring and helpful
- We are respectful of ourselves, others and our school
- We are honest, truthful and fair.
- We are good friends.
- We keep ourselves and others safe.

These are displayed in pictures and texts around the school.

As well as our behaviours expectations and golden rules, every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour.
- You own your own behaviour
- We are a no shouting school.

If a child behaves inappropriately **four times in a two-week period**, this will be referred to the **Headteacher**.

If a child is referred **three times in a half term** to the Headteacher, **parents/carers will be contacted** to discuss their child's behaviour.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Dining Hall Rules

1. We line up calmly
2. We walk carefully through the hall
3. We speak quietly to those around us
4. We keep our table clean
5. We are polite to everyone
6. We use good table manners

6.2 The Zones of Regulation

We base our pastoral programme around '**The Zones of Regulation**' framework and curriculum which develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The curriculum provides the children with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones, all of which are expected in life. Once the children understand their feelings and zones, they can learn to use tools/strategies to manage their different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. We believe this is vital as the foundation to our Behaviour Curriculum and support the mental well-being of our children.

6.3 Sanctions

Sanctions are, if appropriate, applied should a child chooses not to observe a school rule. Negative consequences must not be psychologically or physically harmful, demeaning or humiliating. If a consequence proves ineffectual for an individual child, the next consequence should be applied. The rules and consequences are to be discussed with, taught and consistently applied to all children. Consequences apply only for the morning/afternoon/day/playtime/ session on which they are

administered. Once given, a consequence must not be withdrawn. Consequences must provide opportunity for reflection and restoration.

We understand that each child will need time to reflect, repair, restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc...

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

The questions below can be used to guide the discussion:

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

6. Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone **must** be handed to the teacher upon entering school. It will remain locked away until the end of the day.

Any mobile phones discovered to have been brought into the school and not handed in to the class teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office. Children are not allowed to carry mobile phones on any school trips. If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from the Headteacher.

Mobile phones deposited by children will be kept safely in a locked cupboard. Whilst the school will take every reasonable care, it accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and carers to ensure mobile phones are properly insured. It is recommended that pupil's phones are security marked and password protected.

7. Responding to Behaviour

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the behaviour curriculum / golden rules in classrooms.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise/feedback – catching the children 'getting it right'.
- Communicating praise to parents/carers – phone call, written correspondence, discussion at the end of the school day
- Weekly certificates – Star of the Week, Christian Value Award and Headteacher Award
- Extra privileges in class – additional jobs and/or responsibilities
- Whole class rewards such as a popular activity
- Stickers for good behaviour
- Class dojo points

• Verbal feedback - when children display the school rules or our values, they are noticed for doing so and staff respond in the following ways:

“Thank you for... showing kindness to X and helping when he needed a friend.”

“I noticed... X showing responsibility by looking this way with her lips closed when I asked children to stop and listen.”

“Fantastic effort for...persevering with that tricky part of your learning when it would have been easier to give up.”

“I’m proud of you...for being honest about hurting X and then apologising for making the wrong choice.”

“I liked the way...you put up your hand when you were ready to speak.”

Class Dojo

Class Dojo allows teachers to award points to pupils for set behaviours or tasks that are important at our school, both positive and negative.

- Pupils will be awarded Dojo points when they show positive behaviours such as: sharing, helpfulness, good listening, being ready to learn, achievement, collaboration and behaviours linked to our school Christian values.
- Each class teacher will decide how Dojo points will be collated and rewarded, appropriate to age.
- Children do not have access to messaging services through their student accounts.
- Children must not access their parent’s account or use it to send messages to their teachers.

The pupils at Crowton C.E Primary School work towards the following awards:

Bronze: 50 points

Silver: 100 points

Gold: 250 points

Platinum: 500 points

Dojo points accumulate over the weeks and certificates are awarded to children when they reach a milestone. The points are reset at the start of each academic year.

In addition to the above, classes work together to collect points towards a Class Dojo Reward. For example, raffle tickets, marble jars, golden time etc... Targets and rewards are discussed with the children and displayed in class. These additional rewards must not replace the whole school rewards.

Minus Dojos will be given for any behaviour that is undesirable. E.g. disruptive behaviour in class such as talking too much at the wrong times, interrupting, shouting out, distracting other children, not working to their best ability, not listening, not following instructions etc..

Minus Dojos are given to help the children recognise when behaviour is not as it should be and to help bring them back on track.

However, if a child receives 4 minus Dojos in the same day or reaches 20 minus Dojos in total, it suggests they are not learning from their mistakes. The children will then lose a playtime to complete a reflection activity to so they can think about their behaviour choices and how they can improve.

7.4 Responding to inappropriate behaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that inappropriate behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising:

- I need to talk to you about our respectful rule...
- You know the routine for...
- You could make this right by...
- Let's focus on what is going to happen next...
- I noticed you are...
- It was the rule about being kind that you didn't follow when talking while I was...
- Do you remember last week when you did such a great job at....
- Thank you for listening...

These are used to bring children back on task as quickly as possible.

2-minute Intervention

Asking a child to 'step out' (not leave the class) and decide how to start the conversation which is all about getting back to learning. This is **supportive**.

- "I was wondering if you were ok..."
- "I noticed you were struggling to ..."
- "Safe is one of our rules, so you need to..."
- "How can I help now"

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal/signal reprimand and reminder of the expectations of behaviour
- › Non-verbal intervention – hand gestures, signals
- › Positive Group Correction – "Well done to those children sitting on the carpet beautifully, ready to start learning!"
- › Anonymous individual correction – "Eyes on me and listening. I'm still waiting for 3 people to do that..."
- › Private individual correction – a quiet word. "I've noticed you have not started your work / was not listening during the input, I know that you can follow this instruction, it is important you listen / follow this instruction, thank you..."
- › Lightning Quick Public correction – "X please sit on the carpet and look this way. X, X and X thank you for being ready to learn."
- › Expecting work to be completed at home, or at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility loss of breaktime, lunchtime inside...
- › Setting of written tasks such as an account of their behaviour
- › Sending the pupil out of the class
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract
- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

If the school has a serious concern about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, Screening and Searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

7.7 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, residential etc...)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

7.11 Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious Sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

A decision to exclude a child will not be taken lightly and will only be taken:

- In response to serious breaches of the school's discipline policy;
- If allowing a child to remain in school would seriously harm the education or welfare of the children or others in school.
- In line with the school exclusion policy.

In most cases, before a child is excluded, a range of alternative strategies will have been tried, such as the outlined in the Assertive Discipline framework, and removing privileges, lunchtime detentions and interviews with parents. This does not, however, preclude immediate fixed term exclusion as a means of protecting children and staff.

Permanent exclusion will be considered in extreme instances, such as drug handling on the school premises or bullying involving extortion or blackmail.

It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion. Only the Headteacher may exclude for a fixed period or permanently.

Immediately exclusion occurs the parents/guardian must be informed of:

- The period of exclusion
- The reason for the exclusion
- That representation can be made to the Governing Body and how it can be made.

This information should also be communicated in writing within one school day of the exclusion decision having been made.

If exclusion is for more than five days or is permanent, the Governing Body and the LA must be informed. The Governing Body will then establish a Discipline Committee to:

- Review the use of exclusion
- Confirm exclusions of more than 15 days
- Consider any representations for exclusions of five days or less.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the relationships policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (The Rainbow Room) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC

plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5 The Nest / Calm Corner

The Nest is a quiet room where children who need some space can calm down and reflect on their actions with a teacher if it is appropriate. Calm Corner is a designated space within school easily accessible to all pupils to support with de-escalation and self-regulation.

The school will only move pupils to The Nest / Calm Corner when it is necessary for the child to have space and quiet time. The school will ensure that pupils' health and safety is not compromised during their time there, and that any additional requirements, such as SEND needs, are met.

Pupils can also request time in The Nest / Calm Corner if required.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measure such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil Transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) where appropriate. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions Policy
- › Child Protection and Safeguarding Policy

APPENDIX 1: Behaviour Principles at Crowton Christ Church C.E. Primary School



This document is not policy or practice but a statement outlining Crowton Christ Church C.E. Primary School's fundamental principles and values regarding behaviour expected and encouraged within the school.

The school's primary focus is on the safety, wellbeing and education of all pupils. Actions taken regarding inappropriate behaviour are intended to uphold their wellbeing, academic progress and safeguarding responsibilities.

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.




Key Principles





- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will communicate expectations of behaviour clearly.
- All individuals within the school community must be treated inclusively and protected from any form of discrimination or prejudice, whether racial, ethnic, gender, sexual orientation, religious or age-related.
- The school is committed to fostering an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and citizenship throughout the school community on a daily basis.
- Children, staff and visitors should feel secure within the school environment at all times, receiving high-quality care, support and guidance.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the school.
- Consistent application of rules across the school is vital. Sanctions and punishments should be proportional to the misconduct, in alignment with the school's Behaviour Policy.
- In instances of challenging pupil behaviour, consideration should be given to the pupil's external circumstances and any potential special educational needs. Robust support should be offered before resorting to disciplinary actions with exclusions and expulsions reserved as a last resort.
- Any form of violence, intimidation or abuse within the school community, whether between pupils or directed towards school staff by pupils, parents, or carers, will not be tolerated.
- If a parent or carer behaves inappropriately, the school reserves the right to prohibit their access to the premises. Continued disruption may result in legal action being taken.
- The use of reasonable force will be outlined in the school's Behaviour Policy, agreed upon by the headteacher and Board of Governors.

APPENDIX 2: Behaviour Contract

Pupil name:		Date:	
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My Goals

<p>To prevent my wrong choices, I can...</p> 	<p>When I make the wrong choices, you can Help me by...</p> 
<p>These are the consequences if I don't meet my goals...</p> 	<p>These are the rewards if I meet my goals...</p> 

My contract will be reviewed on:	
Pupil signature:	Teacher signature: