



Behaviour Policy

Cranleigh C of E Primary School

Date of Policy:
Schedule of Review:
Next Review Date:

Autumn 2023
Annually
Autumn 2024



Nurturing belief and ensuring the highest standards of learning for all

“Encourage each other and build each other up” – Thessalonians 5:11

As a church school, our approach to behaviour management is based on trust and forgiveness. We believe in ensuring children can positively live in society and we promote community respect. We also understand that everyone stands to benefit from good behaviour in schools. Cranleigh C of E Primary seeks to create an environment that encourages and reinforces good behaviour, allowing all of our pupils to enjoy a calm and caring environment, which will support every child both emotionally and educationally, to give the best chance of success.

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).

Society expects good behaviour and it is important for the educational process to reflect this. We have a role in the children's social and moral development, and aim to promote high standards, high expectations and community cohesion. This means that children are expected to treat all members of our school community with respect because they know that this is the right way to behave. Good behaviour is encouraged through the implementation of a policy which sets high expectations and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. We have an expectation that staff and pupils will not experience physical or verbal assault and, whilst we have a nurturing approach to behaviour which teaches children to make good choices with the ultimate aim of self-regulation, sanctions will be applied to negative behaviour where necessary. We promote positive relationships with the common purpose of helping everyone to learn in a nurturing, empathetic and respectful environment. Cranleigh C of E Primary School is committed to Inclusion and while preparing children to live in society it is important that all children, including SEND children, are given clear boundaries which they know and understand. The aim is to empower children to make appropriate behaviour choices; develop positive and respectful relationships and to reflect and act upon what is fair for all members of their community.

Our aims:

- to build a community which values kindness, care and empathy to all,
- to create an environment which fosters and reinforces good behaviour,
- to ensure that all members of our school community are treated fairly and shown respect,
- to ensure that children feel happy and safe about coming to school,
- to promote self-esteem, self-discipline and positive relationships,
- to be consistent in our response to both positive and negative behaviours,
- to ensure that the school's expectations and strategies are widely known and understood,
- to encourage the involvement of both home and school in the implementation of this policy,
- to ensure that all adults are fully engaged in supporting appropriate behaviour in our school – **nobody ‘just walks past’.**

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 ALL 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 fulfil our primary aim of keeping everyone in our community safe, secure and feeling supported.

Our **Ready, Respectful, Safe** approach consists of a variety of ways that adults help children learn to 'self-manage' their behaviour. This is known as 'self-regulation' and is the intended outcome of this policy for all children. It encourages children to reflect on their actions and the impact those actions have on themselves, others and the environment around them - guiding them to make good choices and letting them know the consequences of their behaviour. Through consistent application of our behaviour policy, children develop cause-and-effect thinking skills which allows them to make inferences and reason about things that happen around them.

The following strategies encourage our pupils to be considerate of each other, their surroundings and to behave in a positive way:

- **Ready, Respectful, Safe Behaviour Guidance** consists of a variety of ways that adults help children to self-regulate their behaviour in order for them to learn what is acceptable. Guiding children to make good choices enables most children to reflect on their actions and the impact those actions have on themselves, others and the environment around them. The consistent use of **Ready, Respectful, Safe** language supports and encourages appropriate choices.
- **Rewarding desired behaviour** encourages children to want to make good choices.
- **Sanctioning undesired behaviour** allows a child to know the boundaries and to learn from their choices.
- **The Restorative Approach** is a way in which we deal with conflict once the sanction has been applied. It considers addressing a child's needs as well as repairing harm caused to relationships and people. It is used to support children in making good choices for the future. A restorative approach in school requires children to think about themselves and how they interact with the rest of the school community. It also supports the development of healthy relationships and teaches how to manage conflict.
- **Curriculum support** discrete PSHE lessons, class circle time and assemblies support children in learning strategies for self-regulation of emotions, to develop friendship skills and also preventative measures to take to avoid conflict.
- **Consistency** by all staff in the application of the behaviour policy; rewards and sanctions and these should be consistently applied by all staff.
- **Parent partnership** to support the school's behaviour policy.

All children are expected to follow the Cranleigh C of E Ready, Respectful, Safe Behaviour Code:

To be Ready we will:

- **Wear our correct uniform and have the equipment we need.**
- **Listen carefully and follow instructions.**

- **Complete our learning and not disturb others.**

To be Respectful we will:

- **Look after our school building and equipment.**
- **Value everyone in our school community.**
- **Treat others how we would want to be treated.**

To be Safe we will...

- **Move quietly and calmly around the school.**
- **Keep our hands, feet and unkind remarks to ourselves.**
- **Use all school equipment in the correct way.**

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 and our **Ready, Respectful, Safe Code**.
- To support staff when sanctions are applied and discuss with their child the reasons for them and make it clear what changes in behaviour are required to avoid future sanctions.
- 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.
- To praise to 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.

Rewards

Rewards have a motivational role, helping children to see that good behaviour is valued. These may take the form of:

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

Worship

Each week our school comes together for a celebration worship. We take time as a school to celebrate each other's success, these can be from home or within school. It is an important time for the children to come together and be proud of each other.

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 achievements which reflect our Behaviour Code.

House Points

House points can be awarded by all members of staff. House points may be awarded for specific achievements e.g. for effort in a piece of work. House points are also awarded to those children who are 'caught being good' e.g. being helpful in the classroom or helping another child on the playground. 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.

Sanctions

Staff will always use professional judgement, common sense and sensitivity when applying sanctions, based on particular circumstances and individual pupil needs. For the vast majority of our pupils a gentle reminder to follow the **Ready, Respectful, Safe** Code is all that is needed. Before any sanction is given, staff should spend time listening to the explanations of children involved in an incident. Sanctions are most effective if they are given immediately and accompanied by a clear explanation of the expectation that has not been met and the behaviour that is expected in the future. The sanction should involve reflection time and low level, direct language interaction. The restorative approach should be applied after the sanction is completed as it is important that consequences do not work in isolation; they must be balanced with positive support. Taking time after the sanction to look for and acknowledge 'good' behaviour is also very important.

It is important that there is a graduated response to negative behaviour to ensure that children have the opportunity to learn and early negative behaviours are changed. A level one behaviour incident should receive a disapproval, time out and an apology be given. If repeated this should go to a member of SLT for the same. The Cranleigh C of E Primary School behaviour code expectation that has not been met should be

focused upon. The Headteacher would usually only manage, and be involved in, incidences that are repeated serious offences.

Sanctions are needed to register the disapproval of unexpected behaviour and to protect the security and stability of the school community. All staff members can impose a sanction including a missed learning break except for suspension or exclusion which would be imposed by the Headteacher.


It is vital that all staff remember: greatest impact is not always seen in the severity of the sanction – it is more often the certainty that sanctions will be carried out has most meaning and impact.

More serious incidents should be fully investigated and a consideration of all factors will determine the relative and appropriate commensurate sanction applied. Repeated behaviours would usually move into the next level.

<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>Level 3</u>	<u>LEVEL 4</u>
<u>ALL staff</u>	<u>ALL staff</u>	<u>SLT</u>	<u>Headteacher</u>
<p>Minor behaviour incidents such as calling out, being silly, distracting, wasting time, whispering, not walking in the corridors, being in the wrong place at the wrong time e.g. inside in lunchtime</p> <p>Initial verbal warning to be given and an opportunity to demonstrate expected behaviour in line with Ready, Respectful, Safe.</p> <p>If behaviour is seen again 3-minute sanction</p> <p>This could be 3 minutes lost from break time to complete learning task or, if outside, 3 minutes time out e.g. stand with adult, sit on bench</p>	<p>Provoking others (teasing, taunting, name-calling)</p> <p>Any inappropriate language (indirect swearing or slurs)</p> <p>Not following an adult's instruction or a repeat of Level 1 behaviour following the time out.</p> <p>Disrupting lessons</p> <p>Rough play – first instance</p> <p>Time out 5 minutes of breaktime or lunchtime missed – discussion with adult focusing on our behaviour code.</p>	<p>Persistently not following an adult's instruction</p> <p>Deliberate physical aggression</p> <p>Persistent disruption</p> <p>Repeated rough play</p> <p>Direct swearing</p> <p>Bullying (see Anti-bullying policy)</p> <p>Vandalism or damage to school property</p> <p>Deliberate exclusion i.e. racism, gender phobic, sexist or discriminatory</p> <p>Theft</p> <p>Time out Missed learning break or breaks (dependent on behaviour seen) with a reflective or restorative activity in place or learning to complete if this has been missed. Discussion with SLT. Parents to be made aware. Possible internal suspension.</p>	<p>Fixed term suspensions and Permanent Exclusion</p> <p>A parental meeting with SLT will take place before and after a suspension.</p> <p>Internal suspensions would usually be the first incident.</p> <p>Repeated serious behaviour or more serious single incident will lead to a fixed term suspension.</p> <p>A permanent exclusion may be applied for first incident extreme behaviour e.g. serious actual or threatened violence against another pupil or a member of staff, persistent and defiant misbehaviour including bullying and repeated direct swearing, sexual abuse or assault, carrying an offensive weapon.</p>

In all situations:

- It must be clear to the child why the sanction is being applied.
- It must be clear what changes in behaviour are required to avoid future sanctions.
- There must be a clear distinction between minor and major behaviour incidents.



There is a statutory need to address unexpected behaviours but responses must be reasonable (account must be taken of age, any SEN or disability or any religious requirements affecting them) in all circumstances and equal opportunities must be considered.

In addition, a consideration should be made if the child is suffering harm or the result of unmet needs. If this is suspected then the Safeguarding policy or SEND policy would also be followed.

For major offences or continual unacceptable behaviour, the following procedure may occur:

- Referral to the appropriate senior leader for behaviour such as; disrespect and answering staff back, refusal to do as a member of staff asks, direct swearing, throwing, hitting, kicking or any form of bullying or racism (this is not an exhaustive list). (Please also see Anti-bullying policy)
- If appropriate, an In-class Support Plan may be put in place and reviewed (see appendix).
- Member of SLT will usually have a discussion or send letters to parent/carers.
- Additional specialist help and advice from appropriate professionals e.g. the Inclusion Lead, STIPS
- For a more serious incident where physical restraint is required, please see physical restraint policy.
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school and at home, are aware of those concerns and of the steps which are taking place. The school will communicate policy and expectations to parents or carers, who will be informed at an early stage, and given an opportunity to discuss the situation.

Suspension

We follow the [DFE Exclusion guidance](#). A decision to suspend a pupil for a fixed time will be taken by the Headteacher, only in response to serious breaches or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This will include on site behaviour as well as off site and online.

The Headteacher will make this decision in line with this policy and considering all of the circumstances, the evidence available and the need to balance the interests of the pupil against those of the wider school community.


The civil standard of proof will be applied; 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.'

The decision will have regard to the latest statutory guidance for suspension issued by the Department for Education. The school will have due regard to the Equality Act. This includes provisions to allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The decision to suspend a child may be for:

- First offence of actual or threatened violence against another pupil or a member of staff.
- Serious damage to school property.
- Sexual harassment/peer on peer abuse.
- Supplying an illegal drug or possession and/or use of an illegal drug on school premises.
- Persistent and defiant misbehaviour including bullying and repeated direct swearing.
- Carrying an offensive weapon.
- A serious malicious allegation against a staff member.

This is not an exhaustive list



The number of days will be commensurate to the offence (usually 1 to 5 days). **It is important to share with parents what the next step would be, should this behaviour occur again. As well as to ask what support they would like to see implemented to support their child and this should be included in the Behaviour Support Plan.**

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to **permanently exclude** a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Persistent and defiant misbehaviour including bullying and repeated direct swearing.
- A serious malicious allegation against a staff member.
- Supplying of an illegal drug or repeated possession and/or use of an illegal drug on school premises.

This is not an exhaustive list

Anti- Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim. Bullying can be, but not limited to; physical, emotional, racist, sexual, homophobic, verbal or cyber.

Incidents of bullying are managed in line with the school's Anti-Bullying policy and the two policies should be read together. The policy sets out our definition of bullying and outlines the different forms bullying may take, as well as the steps the school takes to educate children about bullying and to prevent bullying incidents occurring.

Please see our **anti-bullying policy** for our approach.

Analysis of behaviour patterns

Senior Managers will look at CPOMS data, every half term and analyse this. 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 a graduated response applied to overcome these. **A differentiated behaviour sanction 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 Annual Review or child in need meeting for example?

APPENDICES:

1: Restorative Conversation Guide

2: Behaviour support plan

Appendix 1 - Restorative Conversation Guide:

- What has happened?
- What were you feeling at the time/thinking at the time/needing at the time?
- Who else has been affected? How have they been affected? What do you think they might be feeling?
- What do you need to feel better about this? What have you learnt and what will you do differently next time?
- What needs to be done to make things right? How can we do things differently in the future?

Appendix 2 – Behaviour support plan (to be edited/adapted as required):

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:	
<i>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.</i>	
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 for Learning 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