



Crompton
Primary School

Behaviour Support Strategy and Statement of Behaviour January 2022

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CROMPTON PRIMARY SCHOOL
BEHAVIOUR SUPPORT POLICY

At Crompton Primary School we believe that impeccable behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, safe, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour, emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration

Why positive behaviour support?

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents/carers have a responsibility for setting a good example as well as ensuring that our expectations are followed.

Children have a need for the world to be as reliable as possible. When staff members act consistently and reliably, they make the child feel safer and therefore, less anxious, as a result, reducing exhibitions of inappropriate behaviour choices.

From 'behaviour management' to 'behaviour support'

The way we conduct ourselves stems from our feelings and needs. As adults, we can manage ourselves appropriately (most of the time). Children, however, are still learning how to do this. They are not here to be managed and controlled.

By using the term “behaviour support”, we can shift our mindset to the idea that each child needs to be nurtured. The behaviours they are displaying should be viewed the same as the work in their maths book. What does it tell us? How can we help them? What can we put in place?

Terms like “behaviour management” make it far too easy to blame the child. At Crompton Primary school we pride ourselves on the fact that our staff are given more ownership, support and training to understand behaviour, rather than control it, and are able to adjust support according to individual needs within the structure of our expectations (see below).

Strategies for promoting positive behaviour

- Staff work to promote the Crompton Primary expectations at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos and our expectations for behaviour
- Senior staff hold regular assemblies (celebration/ethos assembly) to revise with children what is meant by 'our Crompton expectations' and what this will look like.

Class teachers discuss the expectations with their pupils and ensure that these are displayed and used consistently. Class teachers should regularly explain the behaviour support strategies with the children to ensure that everyone is clear about our expectations.

Terminology

When talking about behaviour staff will use the following terminology:

- **Unsettled behaviour** – this has traditionally been called 'low level disruption' but could be for a number of reasons that the teacher will investigate – why is the child unsettled? What is distracting them? Is the work too easy or too hard?
- **Distressed behaviour** - this type of behaviour comes from deep hurt, frustration and/ or being overwhelmed. It has traditionally been called 'challenging behaviour' but once we understand that a child is demonstrating their distress, we can empathise and support. Often, this kind of behaviour is a cry for help, and we must respond with support.
- **Connection-seeking behaviour** – at Crompton primary we believe that children seek attention because they are in need of connection. Connection with adults, the lesson, their peers and their learning. When we see behaviour as a communication we may have more patience with the child but also a shared understanding of how to support the child and move forwards.

The Crompton Expectations

The expectations that we use in school encompass all behaviours which we might see under 8 headings.

These expectations are used to teach children what they are doing well and what they need to do to continue making the right choices for their own behaviour.

At Crompton Primary school we expect our children to:

- Be safe
- Be responsible
- Be in the right place at the right time
- Be respectful
- Be Co-operative
- Communicate appropriately
- Express all feelings/ emotions appropriately
- Do their best

Promoting positive behaviours:

It is important as adults within school, that we model the kinds of behaviour that we expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

Dealing with difficult behaviour can trigger feelings of anger, irritation, shame, disappointment or even despair. It is important to deal with this in a low-key manner to avoid escalating the problem further.

Additionally, allowing appropriate de-escalation time where necessary.

The Language of choice:

Teaching and support staff have been trained to use the language of choice in supporting children to make the right choices for their behaviour. They will follow the following steps:

1. State the obvious – state the expectation e.g. You are not being safe, let me tell you why
2. Teach about why the behaviour is unacceptable – we need to be safe because
3. Offer help – offer a solution to put the child back on the right track
4. Negotiate – discuss a way for the child to correct the behaviour and a consequence if the child continues to make the wrong choice, e.g. I need you to do the right thing. If you can't make the right choice, then you will need to finish your work at playtime instead.
5. Clarify the consequences – give the child a clear choice – do x or y will happen
6. If age appropriate give time limited thinking time e.g. by the time I have given out these books I need you to be doing the right thing.

Procedures for implementing the behaviour policy

Staff explicitly reinforce expected behaviours through positive management.

All staff will use a range of behaviour management strategies to support children to make the right choices in their behaviour and to prompt them about what the right choices are. Our system of rewards will be used to positively reinforce appropriate behaviour as often as possible during the usual day to day activities and when children are seen exhibiting one of the Crompton expectations.

Rewards and Awards systems

Silver

Each week classes will work to achieve an expectation (in older year groups – several expectations) as set out by the teacher on the 'silver award board.' Every child that meets the expectation/s will have their name added to the silver award board. It is hoped that all children will be able to achieve the chosen expectation/s each week.

Gold

Children who always behave well will have the opportunity to do 'over and above' the school expectations and behaviours. This may involve proactive learning behaviour or helping others without being asked. If a member of staff feels that a child has gone above and beyond expectations, a gold award will be given. The child will be heavily praised and teachers will make it clear to the whole class during a 'golden moment' what special behaviour the child has demonstrated. This, in turn, will raise expectations of behaviour and encourage others to behave well and with respect towards other members of the school community. Gold awards will be in the form of a certificate, presented in assembly and parents / carers will be invited.

The Reward System		
Key Stage	Strategy	Who for?
All	Stickers and stamps	Any child who does something good; work or behaviour. Stamp in work book or a sticker to be worn.
EYFS KS1	Behaviour Bear	Daily (3 children)
KS1 KS2	Golden Time Marbles in a jar – whole class reward to be taken at an appropriate time at the discretion of the class teacher. Reward time must be a maximum of 20 mins per session	Whole class; Those children who have been given a consequence to miss some of golden time will remain in the classroom until the class teacher deems it appropriate for them to join back in. Years 1 and 2 once per week Years 3 to 6 when earned via marbles in jar
All	Spotted tickets	N – prize every day R – prize every day KS1 and KS2 – prize draw at the end of each week

Sanctions and Consequences

The language of choice steps detailed above, will be used to support children when they are not following the school expectations to a) steer them onto the right track and b) give a consequence if necessary.

A more severe consequence will be given if one of the following occurs:

- causing a danger to other pupils, or staff, or damaging school property.
- causing repeated disruption to learning for other pupils

Internal Exclusions

At the discretion of the Senior Leadership Team, an internal exclusion may be put in place for a maximum of half a day. These will only be given in rare circumstances when a child requires a serious consequence for their actions / repeated disruptions.

Fixed Term Exclusions

Any violent/physical attack will automatically result in a phone call home. Crompton Primary does not tolerate verbal abuse, physical or violent behaviour towards other members of school. Serious incidents of verbal abuse, physical or violent behaviour may result in a fixed term exclusion. Only the Head Teacher can make the decision to exclude a child.

Parents will be immediately informed if their child causes high level persistent disruption. This behaviour may also result in a fixed term exclusion. At Crompton Primary we focus on the importance of learning for all of our children and will not tolerate those who disturb learning for others and refuse to comply with staff instructions. Due consideration will be given by the head teacher to those children who have a diagnosed special educational need before a decision to exclude is made. Exclusion is only used as a last resort in any circumstances.

Children who make allegations against staff or pupils which are later found to be false, may be subject to a fixed term exclusion.

School always follows the DfE guidance on exclusions and informs the local authority. Please see the school's exclusion policy in addition to this policy. The school also refers to the local authority's exclusion toolkit to ensure that all possible steps have been taken to reduce the risk of exclusion for pupils.

Permanent Exclusions

School follows the DfE guidance on exclusions and informs the local authority. At Crompton Primary school we may take advice from the Local Authority Exclusions officer / inclusion team when making a decision regarding permanent exclusion. Exclusions of any kind are only ever used as a last resort.

Please also see school's exclusion policy.

The use of reasonable force

We follow the guidance from the DfE on the use of reasonable force as a last resort when absolutely necessary. Some examples of when staff may use reasonable force are:

- to separate children found fighting or
- to physically remove a child from a room if they refuse to leave when instructed to do so.

This is not an exhaustive list. Schools do not require parental consent to use force on a pupil.

Emergency RED CARD system

Each classroom has a red card located near the door and with the First Aid emergency card. The card is labelled with the class number and can be sent with a child to the office. This allows for support to be called for without having to send a wordy message. The card should be used when help is required in an emergency or challenging situation. Office staff will alert a member of SLT on receiving a red card alert.

Behaviour Management at Lunchtime

Midday supervisors will follow the same system in using the language of choice, linked with the school's expectations. They will give appropriate consequences for poor behaviour choices as and when necessary. Serious incidents of poor behaviour will be reported to the senior midday supervisor who will give a more serious consequence or report serious issues to the Senior leadership team so that parents may be informed and a more severe consequence can be issued.

Children with Special Educational Needs.

Children in school who have Special Educational Needs or Disabilities may have an Individual Behaviour Plan and/or additional support to manage their behaviour. When this is the case it is vital that adults familiarise themselves with any support /behaviour plans and follow these for the careful management of the child concerned. Children with Special Educational Needs will still be expected to have the same levels

of good behaviour as children without Special Educational Needs but may need to be given extra support to understand making appropriate choices.

Looked after and Previously Looked after Children

Crompton Primary school recognises that children who are looked after or who have previously been looked after, are more likely to require some support to manage their behaviour. These children may be given an Individual Management Plan and/or additional support to manage their behaviour. When this is the case it is vital that adults familiarise themselves with any support /behaviour plans and follow these for the careful management of the child concerned. Children who are Looked after or who have been previously looked after will still be expected to follow the same expectations and receive the same sanctions as other children but may need to be given extra support to understand making appropriate choices.

Parental Involvement

Positive informing

Parental involvement is essential to maintain good behaviour. These desired behaviours will be rewarded and communicated to parents verbally, through stickers and certificates directly from the class teacher.

Every week, parents will be invited to celebration assembly if their child has been chosen for pupil of the week, Head Teacher award, maths, writing or reading award or for a Gold certificate or lunchtime award.

Negative informing

Parents will be informed, by the class teacher if a child has received a consequence for poor behaviour in the school day. Parents will always be informed if their child has received a serious consequence. Teachers will communicate with the collecting adult at the end of the school day. We expect that parents will support school in reinforcing that poor behaviour is unacceptable and having an appropriate discussion with a child.

If children's behaviour is showing a negative pattern or is prolonged or consistently poor, we will work with parents and may seek permission to obtain support / advice from external agencies to help children to improve their behaviour choices.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by all staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Behaviour policy explains that exclusions will only be used as a last resort, and outlines the guidance that the school follows when making exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles will be reviewed and approved by full governing body (or the Standards and Achievements Committee if delegated to them) every year at the same time as the policy.

