



Crompton Primary School

Behaviour Policy and Behaviour Principles

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Chair of Governors	Mrs L Dowd

This policy has been reviewed with reference to the guidance 'Behaviour in Schools – advice for Head teachers and school staff,' DfE (September 2022). The Governing Body is committed to fulfilling its duty under section 175 of the Education Act 2002 requiring them to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of all children.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, disabilities, race, equalities, religious and human rights.

This policy builds on the document by Tom Bennett 'Creating a School Culture' March 2017. We want to ensure that we catch our pupils doing the right things and praise them for it. We seek to create a positive climate promoting excellent behaviour.

Key Points:

- Teachers should seek to identify those pupils who are behaving well and praise for that. Informing parents as often as is reasonable.
- Equally, teachers have the authority to discipline pupils for misbehaviour, which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- Our school behaviour policy supports staff in managing behaviour effectively, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Creating and maintaining high standards of behaviour

We are keen to create a clear vision of what good behaviour looks like. We want our children to learn in a calm, safe and supportive environment and protect them from disruption. We seek to ensure our approach to behaviour meets the national minimum expectation:

- we have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and 1 Henceforth, any reference to the term "parent" is inclusive of "carers" and anyone else with parental responsibility. 2 The national minimum expectation of behaviour is aligned with the Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes.
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Aims & Expectations are to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

School Actions:

- ensure absolute clarity about the expected standard of pupils' behaviour.
- ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- display the sanctions and rewards in each class.

Leaders Actions:

- model the behaviour you want to see from other staff
- visit the lunch hall and playground, and be around at the beginning and the end of the school day
- ensure that Leaders in school have a visible presence around the school
- check that pupils come in from the playground and move around the school in an orderly manner
- check up on behaviour outside the school
- check the building is clean and well-maintained
- ensure that expectations are consistently applied
- ensure that staff understand the special needs of pupils
- ensure effective relationships with parents
- provide staff induction and development support in relation to training for staff on behaviour

It is a primary aim of Crompton Primary that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community; whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure and where successes can be celebrated.

The school has a clear set of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Crompton sets a high standard of expectations of good behaviour and this pervades all aspects of school life including the culture, ethos and values of our school. Everyone in our school are expected to treat one another with dignity, kindness and respect. The consistent and fair implementation of as outlined in this behaviour policy will support a predictable, safe calm and orderly environment.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules

The school rules have been established to ensure simplicity, clarity and the ability to communicate these effectively to all stake holders within the school context.

- 1. Be safe**
- 2. Be a learner**
- 3. Be kind and respectful**

Rewards & Punishments

The Headteacher decides the standard of behaviour expected of pupils at the school and determines the school rules and any disciplinary penalties for breaking the rules. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Discipline in school Teachers' Powers: Key

Points

- Teachers should reward good behaviour as often as is possible and celebrate successes
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property should this be deemed necessary

We praise and reward children for good behaviour in a variety of ways:-

- Teachers congratulate children; using verbal praise, stickers and stamps
- Teachers give children family points or class dojos; gaining an extra five minutes playtime
- Each week we nominate a child from each class to receive a certificate for consistently good behaviour, sustained effort or high achievement. This is given in the Thursday celebration assembly.
- Key Stage One and Foundation Stage celebrate success with a 'Queen Bee Face' for individual pupils
- Key Stage Two celebrate success with a privilege card for individual pupils
- Offer positions of responsibility, such as 'head pupil' or be entrusted with a particular decision or project eg. assembly monitor
- Distribute family points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Phone calls are made to parents to reinforce positive behaviour of pupils
- Text messages are sent home to parents
- Certificates are provided at the Thursday celebration assembly
- Headteacher reward certificates and reward packs
- Whole class or year group rewards
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work.

Family points are awarded to individuals or groups of pupils who demonstrate particular effort or achievement in a school value, behaviour or work. Families are based around the four elements reflecting our commitment to being an eco-school. These are: Fire, Water, Earth and Air. A display in the main hall shows the number of family points each team has gained that week. Team captains collect totals of Team Points from each class on a weekly basis and announce the winners. The overall winning team is granted 5 minutes additional play on the following Monday.

The school acknowledges all the efforts and achievements of children, both in and out of school. These are celebrated during the Friday assembly and class assemblies.

The school employs a number of sanctions to uphold the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. In determining whether a punishment is 'reasonable' this policy refers to section 91 of the Education and Inspections Act 2006 which determines that account must be taken of the pupil's age, special educational needs, disability or any religious requirements affecting pupils.

What the law allows

In order to be lawful, the punishment (including detentions) must satisfy the following three conditions:

(a) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;

(b) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

(c) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Corporal punishment is illegal in all circumstances.

Behaviour expectations for pupils with Special Educational Needs and/or disability

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We seek to create with good behaviour cultures which will create calm environments which benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

School is aware that the law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- school has a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; if a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and school will co-operate with the local authority and other bodies

As part of meeting any of these duties, school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil 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.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

It is recognised by school that transition times for SEND pupils may prove difficult for example transition from EYFS into Year 1 – Year 2 to Year 3 – Year 6 to high school. Support will be provided where possible and reasonable to support individual pupils during times like these.

Responding to the behaviour of pupils with Special Educational Needs and/or disability (SEND)

Crompton Primary will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed in order to ensure pupils can achieve and learn as well as possible.

We will:

- Not assume that because a pupil has SEND, this must have affected their behaviour on a particular – occasion – this is a question of judgement for the school staff and leaders based on the facts of the situation. School leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, school would refer to the Equality Act 2010 and schools guidance
- The school would consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. Equally, the school will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

- In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained in paragraphs 57 and 58 of the below document, this does not mean that a disabled child will be exempt from sanction (DfE 'Behaviour in Schools advice for Head teachers and school staff' 2022)

Crompton Primary will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may consider whether a multiagency assessment is necessary.

Keeping Children Safe in Education

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Our school behaviour policy has been designed with this in mind. As part of taking a whole-school approach to behaviour and safeguarding, these respective policies complement one another.

Where circumstances arise that endanger the safety of a pupil or staff member, we will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Teaching and Learning – Are our lessons worth behaving for?

We know that high quality teaching and learning will not take place without a high level of discipline and behaviour. We also recognise that good behaviour will be adversely affected by low quality teaching and learning. The primary aim of all staff in the promotion of good behaviour is to ensure high quality, differentiated and engaging lessons which will motivate pupils and promote good behaviour. This principle is the cornerstone of effective classroom management

Crompton Primary considers this school behaviour policy, will be applied consistently and fairly, underpins effective education. School staff, pupils and parents are clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy is supported and backed-up by Governors, senior staff and the head teacher.

Compton Primary encourages good behaviour through a mixture of high expectations, clear policy and an ethos that fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of positive options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. (see appendix one for examples)

The school behaviour curriculum

Routines are essential to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils are converted into a commonly understood routines, for example, entering class or clearing tables at lunchtime. These routines are simple for everyone to understand and follow.

The behaviour curriculum is taught through RHSE, assemblies and within the teaching day.

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments may be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). Not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Sanctions – responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques may be used to help prevent further behaviour issues arising and recurring and we use pre-agreed scripts and phrases to help restore calm.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence** - sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Equally, the

When poor behaviour is identified, sanctions are implemented consistently and fairly and in line with the behaviour policy. These may include:

- a verbal reminder of expected behaviours or reprimand
- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance loss of a prized responsibility
- detention
- school based community service, such as tidying a classroom
- regular reporting including early morning reporting, scheduled uniform checks, or being placed 'on report' for behaviour monitoring
- extra work or repeating unsatisfactory work until it meets the required standard
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day)
- Missing break time – Only when agreed
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring
- In more extreme cases, school will consider the use of temporary or permanent exclusion, which can only be made by the Headteacher.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The use of an isolation table within the classroom may be used as part of the behaviour policy and behaviour management – the table is situated within the classroom.
- Pupils may miss a break time or lunch time break.
- If a child is disruptive in class, the teacher sanctions the child. If a child misbehaves repeatedly, we may remove the child from the rest of the class until he/she calms down and is in a position to work sensibly again with others. In extreme circumstances when a child cannot be calmed and this poses a threat; the class may be evacuated to protect them from the child if necessary.
- Pupils may be placed on 'report' for a period of time following the issue of three red cards or for any other reason, which is deemed appropriate. This report will be sent home for parental comments/views and school will work closely with the parent of the child to ensure a positive outcome.
- The safety of the children is paramount in all situations
- If a child threatens, hurts or bullies another pupil, the Class Teacher records the incident and the child is subject to the Behaviour Policy. If a child repeatedly acts in a way that disrupts or upsets

others, the school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child

- suspension
- permanent exclusion in the most serious of circumstances

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and most likely occur at the same time if necessary.

School will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this is the case as set out in Part 1 of KCSIE, school staff will follow the school's child protection policy and speak to the DSL.

Alternative arrangements can be considered on a case-by-case basis for any pupil where an alternative arrangement would be considered more effective for that particular pupil. The impact on consistency and perceived fairness overall will be considered when considering alternative arrangements.

Supporting pupils following a sanction and preventing recurrence of misbehaviour

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the expectations of our school. These may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Removal from classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This will be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal from the classroom should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe place.

Only the Headteacher can authorise removal from a classroom for longer period of time than a discussion unless (a to c) above occur.

Governance of removal

School will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal including pupils with protected characteristics.

When dealing with individual removal cases, headteachers and teachers will:

- (a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- (b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- (c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- (d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- (e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Reintegration

School has a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This will involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Bullying

Definition of bullying: ***'The purposeful intention to use violence, the threat of violence or intimidation to hurt another person in either a physical, psychological or emotional way, which will cause pain and suffering to the person being bullied.'***

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and feel safe. We consider bullying from one pupil to another as peer on peer abuse.

Child-on- child sexual abuse and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

In every aspect of our school culture sexual violence and sexual harassment are never acceptable, it will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff have been trained about the importance of challenging all inappropriate language and behaviour between pupils. We refer to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; who should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care may be ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides school with guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

We believe that it is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage our school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy). In handling such reports or concerns the school will follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

We appreciate that pupils may own a mobile phone and that they may need access to this particularly for those pupils older who walk to school and walk home at the end of the school day. The phone may be needed to contact parents for safety reasons.

Mobile phones can be brought into school in the morning but must be placed in the school office safe until it is time to go home at the end of the school day. Mobile phones cannot be taken into the classroom or accessed during the school day without adult supervision. Failure to adhere to these instructions will result in school removing the right of the pupil to bring the mobile phone into the school building.

School Uniform

School has a clearly established school uniform policy, which is explained in the School Prospectus and Home-School Agreement. All parents and children agree the uniform policy when they come to Crompton Primary, by signing the Home School Agreement. If a child comes to school without the correct uniform, we reserve the right to contact the child's parents to ensure that they provide the correct uniform.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education \(KCSIE\)](#), it would be that the designated safeguarding lead (or deputy) would take the lead.

In cases of reports of child-on-child sexual violence and abuse we will follow the guidance in [Part 5 of KCSIE](#).

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils (see paragraphs 124 – 126 on suspected criminal behaviour). Schools should collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

The role of the class teacher and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

It is the responsibility of the class teachers and staff to ensure that:

- Good behaviour is recognised and praised
- School rules are enforced and that their class behaves in a responsible manner during lesson time.
- High expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- They treat each child fairly and enforces the classroom code consistently.
- They treat all children in their class with respect and understanding.
- Keep a record of serious/persistent incidents on the school tracking system.

- They liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- They reports to parents about the progress of each child in their class, in line with the whole school policy.
- They contact a parent if there are concerns about the behaviour or welfare of a child.

The role of school leaders

- The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school
- School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. School will align this training with the new [Initial Teacher Training \(ITT\) Core Content Framework](#) and the [Early Career Framework \(ECF\)](#) together with the reformed suite of [National Professional Qualifications](#).

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We will frequently review this process throughout the year with all pupils.

Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals

The role of parents

The role of parents is crucial in helping our school to develop and maintain good behaviour. To support the school, parents will be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and will be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Schools will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents will be included in any pastoral work following misbehaviour

including attending reviews of specific behaviour interventions in place.

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Alternatively, we also make a point of informing parents when their child is behaving particularly well or showing a noticeable improvement in attitude.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the class teacher or the Headteacher. If the concern remains, they should follow the complaints procedure.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must consider this when making decisions about matters of behaviour.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Only the headteacher 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.

Headteachers are able to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

A decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) will be used. Managed moves will only occur when it is in the pupil's best interests.

School Detention what the law allows:

Teachers have a power to issue detention to pupils (aged under 18). School may use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Headteacher has determined that only members of the senior leadership team can impose pupil detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk
 - Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent.

Searching, screening and confiscation

Detailed guidance in 'Searching, screening and confiscation at school', provides detailed guidance on this matter and has been considered in relation to this policy.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Vapes
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Strip searches are not allowed under any circumstances.

The use of reasonable force

The guidance 'Use of Reasonable Force- advice for school leaders, staff and governing bodies' has been considered in relation this section.

The term reasonable in these circumstances means 'using no more force than needed.'

The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom or school communal areas.

School does not require parental consent to use force on a student. There is a separate policy on the use of control and physical restraint which should be referred to.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force **cannot** be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

Seclusion / isolation rooms

Crompton Primary School allows disruptive pupils to be placed in an area away from other pupils for a limited period where this is in the best interest of the child or other children in school however; the use of an isolation room is not part of our school behaviour policy.

Communicating the behaviour policy

We consider that communicating our school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

The head teacher will publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year and the behaviour policy will also be published on the school website.

Monitoring and evaluating school behaviour

School leaders have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by skilled staff. Schools leaders have a clear monitoring and evaluation cycle with engagement from stakeholders; doing so assists with reporting on behaviour culture clearly and accurately.

School collects data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and this practice helps our school to ensure that it is meeting its duties under the Equality Act 2010.

Associated resources:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>

4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers may use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-inschools-checklist-for-teachers>

Legislative links

Keeping Children Safe in Education 2023

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this and reserve the right to review at any time, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy has been agreed by staff and governors of Crompton Primary School on: 2nd October 2023

All staff are responsible for implementing this policy. However, all staff, all pupils and their parents have an active part to play in the active development and maintenance of this policy and in its success.

Governors are given regular information on bullying within school.




This policy is due for renewal in September

Chair of Governors: Lucy Dows

(on behalf of the Governing Board)

Headteacher: Gemma Croston

Our Behaviour Charter at Crompton Primary School

<p style="text-align: center;"><u>Our Charter</u></p> <p> Be Safe</p> <p> Be a Learner</p> <p> Be kind and Respectful</p>	<p style="text-align: center;"><u>Visible consistencies for staff</u></p> <ul style="list-style-type: none"> • We meet and greet. • We give positive praise first • We use calm adult responses. • We listen, follow up, and restore. 	<p style="text-align: center;"><u>Recognition and Rewards</u></p> <ul style="list-style-type: none"> • Family Points • Recognition Boards • Praise Assembly • Positive praise parental contact
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<p>Be Safe</p> <p>Our school is a safe place to be. We make choices which keep us, and those around us, safe.</p>	<p>Be a Learner</p> <p>Our school is a place to learn and grow. We make the choice. to be ready to learn and to allow others to learn.</p>	<p>Be kind and Respectful</p> <p>Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone.</p>
<p>To be safe at Crompton I will...</p> <ul style="list-style-type: none"> ✓ Share my worries and concerns with an adult. ✓ Stay safe online by following the SMART guidelines. ✓ Walk quietly inside the building and when moving around school. ✓ Use equipment in the way it is meant to be used. ✓ Use all areas of school safely 	<p>To be a learner at Crompton I will...</p> <ul style="list-style-type: none"> ✓ Use 'active listening' when the teacher is teaching. ✓ Try my best and never give up. ✓ Follow instructions the first time. ✓ Aim high in everything I do 	<p>To be kind at Crompton I will...</p> <ul style="list-style-type: none"> ✓ Use kind hands, feet, and words. ✓ Listen carefully to others. ✓ Show kindness to everyone. ✓ Think before I speak out. ✓ Be considerate of others. ✓ Respect my environment and school property

Stepped Boundaries Key Stage 2



Reminder of our charter Be Safe Be a learner Be safe and respectful
Reminder of choice (30 second script)
Restorative behaviour conversation with teacher/TA (in class)
Restorative behaviour conversation with teacher (2 minutes break time or lunchtime)
Mentoring behaviour conversation (10 minutes at lunch) with key stage leader (yellow Card)
Mentoring behaviour conversation with SLT member (with parent present) (red Card)
Mentoring behaviour meeting with parent, Pastoral Lead, teacher & pupil (Behaviour Support Plan)

Micro Script

Reminder of our charter	'I can see that you are _____ (behaviour stated clearly) our charter is be safe, be a learner, be kind and respectful.'
Reminder of choice	Remember when you _____ (remind of positive/kind behaviour) 'I would like to see you _____ (describe expected behaviour). 'Thank you for listening.'
Restorative behaviour questions	What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (eg. that was a great goal you scored at break/ you were resilient in maths today)
Mentoring behaviour questions	What happened? What did you try? Why do you think that did not work? What can we do next time?
LISTEN – ASK QUESTIONS – CHECK UNDERSTANDING – SUMMARISE	

If a child continues to misbehave on the same day or receives 3 **yellow cards** in a term, then they will be issued with a **red card** and sent to the Deputy. The red card will be issued as soon as it practically possible. At this stage, a child may be placed on a behaviour support plan for a period of time if this is deemed necessary.

If 3 **red cards** are seen in a term, the child will be sent to the Headteacher who will then contact the child's parents child may be placed on behaviour support plan for a period of three weeks.

Stepped Boundaries Key Stage 1 and Foundation Stage



<p style="text-align: center;">Reminder of our charter Be Safe Be a learner Be safe and respectful</p>
<p style="text-align: center;">Reminder of choice (30 second script)</p>
<p style="text-align: center;">Restorative behaviour conversation with teacher/TA (in class) Child verbally placed on bee line face</p>
<p style="text-align: center;">Restorative behaviour conversation with teacher (2 minutes break time or lunchtime)</p>
<p style="text-align: center;">Mentoring behaviour conversation (10 minutes at lunch) with key stage leader (Yellow Card)</p>
<p style="text-align: center;">Mentoring behaviour conversation with SLT member (with parent present) (Red Card)</p>
<p style="text-align: center;">Mentoring behaviour meeting with parent, Pastoral Lead, teacher & pupil (Behaviour Support Plan)</p>



Micro Script

Reminder of our charter	'I can see that you are _____ (behaviour stated clearly) our charter is be safe, be a learner, be kind and respectful.'
Reminder of choice	Remember when you _____ (remind of positive/kind behaviour) 'I would like to see you _____ (describe expected behaviour). 'Thank you for listening.'
Restorative behaviour questions	What happened? What were you thinking/feeling? Who has been affected? How? What could you do to put this right? What could you do differently next time? How could we help you next time? End with positive shared experience (e.g. that was a great goal you scored at break/ you were resilient in maths today)
Mentoring behaviour questions	What happened? What did you try? Why do you think that did not work? What can we do next time?
LISTEN – ASK QUESTIONS – CHECK UNDERSTANDING – SUMMARISE	

Red Card is issued when	Child has received three yellow cards in one term or a serious breach of conduct and behaviour
Sent to see the Headteacher when	Child has received three red cards in one term.

PREVENT BEHAVIOURS



Routines:
Rehearse, Re-teach
and Remind



Explanatory Praise:
Nudge the norms
'we/us/teams'



Notice the small stuff:
Sit up/eye contact/be
seen looking/catch it
early

Positive Farming:
Prioritise desirable
behaviours/Responses

Sell Shared Values:
You matter/but we all
matter/ All must learn &
succeed/Purpose not
Power

Frontload Expectations:
Clarify behaviours/visible
early compliance



LOW LEVEL DISRUPTION



Pause:
Stop mid-sentence
with sustained eye
contact



Assume Confusion:
Genuine tone with
question/clarification



Take Up Time:
Describe behaviour,
quantifying language

Tactically Ignore:
I'm waiting for...
I'm looking for...

Non-Verbal Proximity:
Gestures, signals and
close in

Rule Reminder:
Generic, Class focused –
In this class,' We expect...



REPEATED DISTRUPTION



**Private Discrete
Discussion:**
Impact > Redirect



Choices:
Clarify 'options'/state
consequences

Assertive but Supportive:
Instil belief – 'You can...'



Check In:
Build trust for open
communication



YELLOW CARD



Child's Name:

Date:

Offence: _____

Issued by:

Child's Comment: _____

Signed Class Teacher:

Signed Key Stage Leader:

Crompton Primary School
Red Card



Your child has been issued with a Red Card in accordance with our Behaviour policy.

Please read and respond to this and return to school as soon as possible.

Child's Name:

Date:

Class:

Reason for issue: _____

Deputy Head Teacher:

Child's Comment: _____

Signed:

Date:

Parental Comment:

Signed:

Date:

Appendix 1 : letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

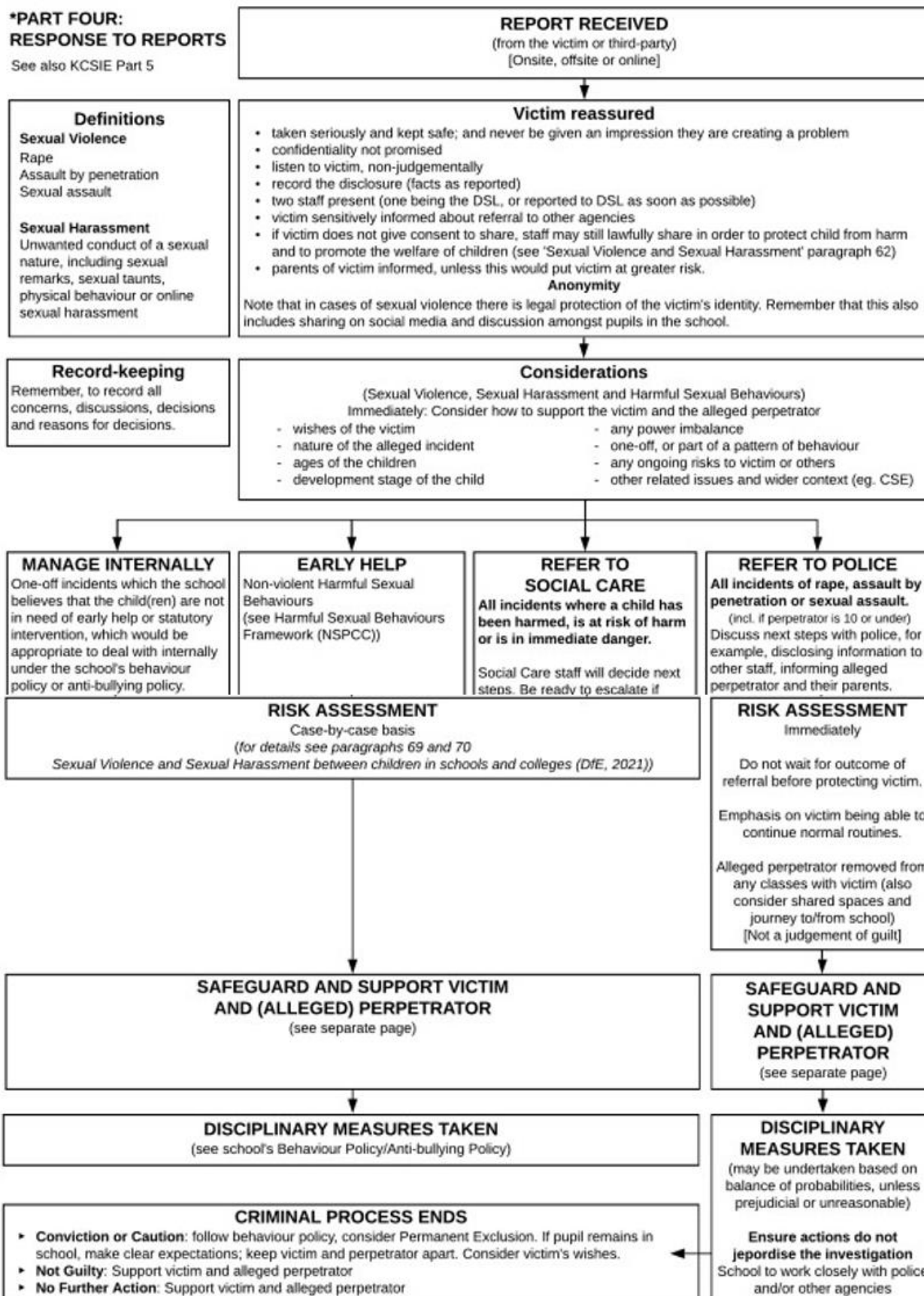
Date: _____

Appendix 2: Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: Crompton Primary procedure for child-on-child abuse

***PART FOUR:
RESPONSE TO REPORTS**
See also KCSIE Part 5



Source:

*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

Appendix 4

Overview of Behaviours Warranting a Sanction

The most crucial element of our Behaviour Policy is the consistency in which it is applied. The indication of excellent behaviour management is not necessarily having no incidents of negative behaviour in your classroom (though of course this would be lovely), it is having the evidence that you deal with any low level disruption consistently and in line with the whole school behaviour policy.

The below indicates severity of behaviour and possible consequence. The teacher will always be the judge of the consequence level using their professional judgement. And knowledge of the context.

Level of severity	Verbal Warning	Reminder of choices	Yellow Card	Red Card	Incident Forms <i>Incident forms are given for behaviours that could lead to exclusion:</i>
Interaction with adults	<ul style="list-style-type: none"> Talking in class Shouting out Getting out of seat unnecessarily Not listening Talking in assembly 	<ul style="list-style-type: none"> Answering back Rude behaviour and or responses 	<ul style="list-style-type: none"> Answering back more than once Refusing to follow instructions 	<ul style="list-style-type: none"> Telling lies Refusal to co-operate Insolent / rude behaviour 	<ul style="list-style-type: none"> Physical assault upon an adult Verbal threatening assault upon an adult Loss of temper (non- SEND related)
Interaction with children	<ul style="list-style-type: none"> Not letting someone play with them Being selfish with play equipment 	<ul style="list-style-type: none"> Provoking other children Purposely leaving pupils out of play 	<ul style="list-style-type: none"> Name calling Being unkind to other pupils 	<ul style="list-style-type: none"> Inappropriate physical contact hitting, pushing, pulling Spitting Swearing 	<ul style="list-style-type: none"> Physical assault upon another pupil Verbal threatening assault upon an adult Cyber bullying Racial harassment Bullying all forms of Peer on peer abuse
Attitude to Learning	<ul style="list-style-type: none"> Work avoidance Homework not returned on time Not completing work to best of ability 	<ul style="list-style-type: none"> Making silly noises in class Copying from other pupils Not concentrating 	<ul style="list-style-type: none"> Intentionally off task and annoying other pupils 	<ul style="list-style-type: none"> Refusal to complete work or a task set Damaging or defacing school books or resources 	<ul style="list-style-type: none"> Consistent low level disruption which affects the learning of others
General Behaviour	<ul style="list-style-type: none"> Not wearing correct uniform 	<ul style="list-style-type: none"> Continuing to not wear correct school uniform 	<ul style="list-style-type: none"> Running on corridors 	<ul style="list-style-type: none"> Throwing objects in school 	<ul style="list-style-type: none"> Vandalism to school property Violently throwing objects in school Persistent disruptive behaviour

	Concern - behaviour needs improvement	Coasting (Needs some improvement)	Good engaged behaviour	Excellent / Independent behaviour
Interaction with adults	Lacks respect when talking to and engaging with adults. May be rude and impertinent when engaging with adults. Often ignores direct instruction/ verbal warnings.	Is generally respectful and courteous to adults though at times does not always actively engage without promoting. Follows direct instruction though sometimes needs this to correct behaviour.	Is respectful and courteous to all adults and actively engages with adults throughout school. Engages in appropriate conversations observing appropriate boundaries. Always follows teacher direction appropriately.	Demonstrates impeccable manners, respect and interacts with adults with (an age appropriate) maturity. Actively engages in appropriate conversation and actively to support the adult roles in school.
Interaction with children	Struggles to form or sustain positive relationships with other pupils and often finds themselves in conflicts/ arguments with friends/peers. Struggles to work cooperatively in a group. Maybe aggressive or overly physical with other pupils.	Generally forms and sustains positive relationships with other pupils though occasionally may be drawn into or initiates conflicts. Usually works well in class groups , treating other pupils fairly, with respect and helping others needing support.	Forms strong and positive relationships with peers demonstrating confidence in resolving possible conflicts if arising. Works well as part of a group with growing confidence in both taking the lead and following others.	Forms strong and positive relationships with peers and is highly skilled in resolving possible conflicts. Independently operates within groups both confidently leading and recognizing when to follow the lead of others.
Attitude to learning (AtL)	Work does not usually represent the pupil's best work and is often incomplete. Rarely contributes (positively) to class discussions. Homework is rarely completed.	Work generally completed but does not always represent the pupil's 'best work' . May coast in-group work and allow others to do the work. Rarely volunteers to answer or ask questions within lessons. Areas identified by the teacher for improvement are usually acted upon.	Work is completed with care and pride and is proof read before handing in. Each day represents pupils 'best work' . Makes a positive contribution to class discussions & asks relevant questions. Acts upon teacher feedback promptly. Enthusiastic and curious.	Highly motivated and disciplined: can focus on learning effective for extended (age appropriate) period of time. Independent: needs little instruction or close supervision from teacher. Clear enthusiasm for learning: areas identified by the teacher are acted upon swiftly and conscientiously.
Resilience	Pupil lacks motivation and is quick to give up , often when the task is not overly challenging. Refuses to engage with established strategies when 'stuck' or unsure.	Is generally motivated to tackle given tasks though at times can give up, particularly in subjects where less confident. Usually uses strategies agreed in the classroom when 'stuck'.	Understands the importance of resilience and tries hard to persevere with challenging tasks. Uses strategies agreed in the classroom when 'stuck' i.e. help desk, Pit, partner.	Is resilient, never gives up when learning is difficult and enjoys challenging learning.

Sections are colour coded for ease of reference:

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level