



# Crossdale Primary School Behaviour Policy

March 2024

## **Introduction - Key Principles**

We believe that Crossdale Primary School should be a caring and happy community which models positive behaviour and fairness. We want everyone to feel safe, valued and respected.

At Crossdale, the management of behaviour is acknowledged as a core part of the responsibilities of all adults who work in our school.

We know staff who are 'relentlessly bothered' about building relationships and supporting all pupils' behaviour build and sustain a positive rapport with children in their care. This is fundamentally important to the management of behaviour at Crossdale.

We have a responsibility to support children as they develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For some children this means that we will need to provide additional support.

We believe that it is important for us to help children understand the choices they make about behaviour; the model of behaviour which we use for these conversations considers the causes (antecedents) and consequences of behaviour. We recognise that negative behaviours may be a way for a child to communicate their needs or anxieties and that we have a responsibility to try to understand the reasons why a child may choose undesirable behaviours.

We acknowledge our responsibility to promote positive behaviour and manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere. All staff are constantly looking for children who follow the expectations of the Crossdale Way – these are regularly celebrated.

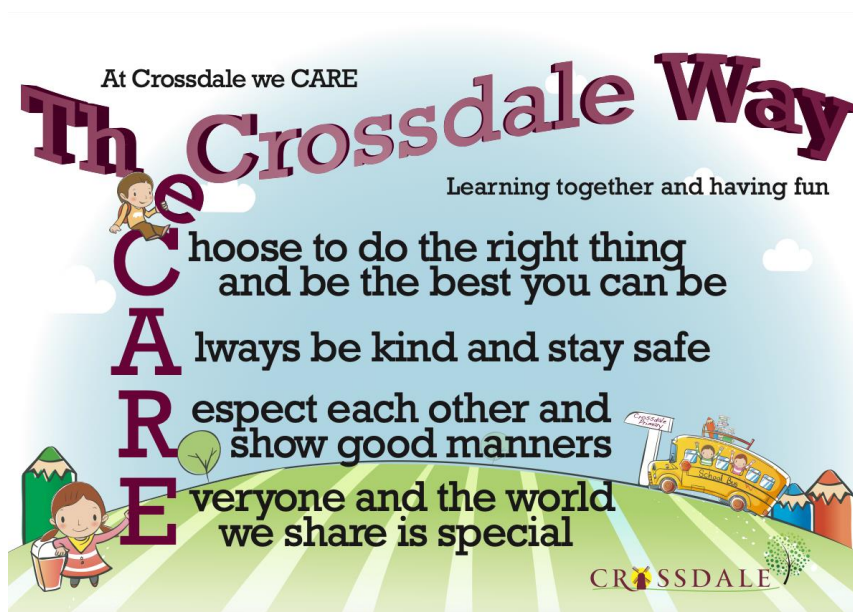
At Crossdale, we believe that we should all have consistently high expectations of the behaviour of others and that these high expectations will help children develop their ability to manage their own behaviour.

### **Consistency – 'This is how we do it here'**

A crucial element of our approach is that all staff should have a commitment and focus for our school to create absolute consistency about managing behaviour. We work hard to develop a shared language that all staff use.

## **Our Rules – The Crossdale Way**

At Crossdale we have a small number of school wide rules which we call the Crossdale Way. These rules allow us to involve children of all ages (in groups or individually) in discussions about their behavioural choices. This approach encourages children to develop their ability to reflect on their behaviour. We expect older children to remember what these rules are.



All adults should regularly refer to the Crossdale Way to reinforce, 'this is how we do it here'.

In addition to the Crossdale Way, class teachers and their classes will agree a small number of key rules for their own classroom (which always reference and exemplify the Crossdale Way). These rules and the Crossdale Way will form part of a display in every classroom and at various points around the school.

### **Managing Behaviour**

At Crossdale we want every child to be able to enjoy learning successfully. Our preferred approach involves high quality teaching which motivates and enthuses the children about their learning in all areas of the curriculum - including learning about behaviour.

We believe that it is essential that teachers clearly share their expectations for how children should behave in class and that they should be proactive in addressing any behaviour that does not meet these expectations. When the behaviour of children begins to make it difficult for others to learn, teachers should use the progression of warnings and sanctions.

#### **1. Quality First Teaching**

We believe that the incidence of problematic behaviour can be minimised by excellent teaching and support which recognises the importance of:

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| • Relationships;                                     | • to minimise disruption;   |
| • Interesting and enjoyable lessons;                 | • Routines;   |
| • Motivation;  | • Relaxed vigilance;  |
| • Considering the whole child;                       | • Preparation for playtimes;  |
| • Reminders of expectations;                         | • Reflecting on previous behaviour;   |
| • Mutual respect;                                    | • Considering individual needs.   |
| • Appropriate support / differentiation / challenge; | • A carefully designed curriculum to include: Jigsaw (PSHE programme); DAaRT (Drug, Alcohol and Resilience Education); e-safety; assemblies; external provider input (such as NSPCC). |
| • Engagement;  |   |
| • Seating plan;                                      |   |
| • Transitions within lessons planned                 |   |



#### **2. Low Intrusion Behaviour Management**

Our efforts to manage behaviour should aspire to positively influence undesirable behaviour with the minimum disruption to our lessons / the school day. This approach may involve:

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| • Affirmation of children making positive choices / finding a WAGOLL;            | • Remembering to allow take-up time;   |
| • Reassurance;   | • Providing choices for children;  |
| • Use of non-verbal cues;  | • Tactical ignoring;   |
| • Changing position in the classroom / playground ("circulation and proximity"); | • Deferring ("We can talk about it later / at playtime / after this activity."); |
| • Targeted questions during a lesson;  | • Distraction / deflection;  |
|  | • Checking if support is needed with work.                                       |

WE BELIEVE THAT SHORT, QUICK INTERVENTIONS AT THE POINT OF AN INCIDENT HAVE THE BIGGEST IMPACT. THEREFORE, WE ALWAYS AIM TO INTERVENE AS QUICKLY AS POSSIBLE



### 3. Warnings and Reminders

Adults should be attentive to children beginning to make poor behavioural choices and they should use low-level warnings at an early stage to remind children about their expectations. These warnings should be used in a predictable, consistent and fair way.

Where possible staff try to PIP / RIP: Praise in Public / Reprimand in Private.



### 4. Sanctions

We believe that the consistent application of sanctions helps to minimise problematic behaviour by helping children understand that making poor choices about their behaviour will have negative consequences.

Adults in school will apply sanctions using the following sequence which is used consistently across school. This sequence is intended to be used when children have continued to behave in a problematic way despite warnings or in the event of seriously problematic behaviour — including violence towards others.

NB Please see Appendix 1 for a flowchart that can be used for children who regularly do not complete their work in class.

- Level 1. Child misses part of a break

They should stay in their classroom working with the class teacher if they have not completed work. This time might also be used to discuss the problematic behaviour which led to the sanction. (Examples of problematic behaviour at this level: failure to complete work appropriately, disruption in class, rudeness, single episode of unkindness, etc.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.



- Level 2. Child spends some time in another classroom

Children spend a lesson / remainder of lesson working in another class. (Examples of problematic behaviour at this level: failure to respond to warnings about behaviour / sanctions at previous level.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence.



- Level 3. Time Out

Children miss break and spend this time discussing their behaviour with an SLT member. The child / SLT member should complete a “Thinking About My Behaviour” sheet. (See following pages.) Parents will be informed at the discretion of the SLT. (Examples of problematic behaviour at this level: failure to respond positively to sanctions at Level 2, violence towards others, injuring self, damaging property.)

Following incidents of problematic behaviour, staff should reflect on the causes of the behaviour and how they might be able to minimise the likelihood of recurrence. See appendix 2 for questions that should be asked to encourage children’s reflection.



- Level 4. Behaviour Plan / Behaviour Targets

If the steps detailed above have failed to bring about a positive change in a child's behaviour it will be necessary to create a Behaviour Plan (with personalised targets) for the child involved. This will require follow up / monitoring by SLT. Parents will be informed.

The class teacher and SLT should discuss the ways in which the child can be supported to improve their behaviour and whether additional information, training or support might be helpful. School should also consider whether additional support is required – either by nurture sessions (e.g. ELSA) in school or by involving other professionals (e.g. Early Help referral; Healthy Families Team input).



- Level 5. Exclusions

In the event of seriously problematic behaviour the headteacher and governors will consider the use of exclusions.

**External Exclusions**

It is very rare for the school to have to move towards the exclusion of a child. If this is an appropriate course of action to take, taking into consideration any special needs the child might have, the home circumstances of the child, an exclusion may be processed by any member of the senior management team. Due regard will be given to the Local Authority's, and the DFE's guidance and procedures for exclusion.

The process will be fully documented and governors will be informed.

**Managing Behaviour Around School – not just in your own classroom**

Every adult in school has a responsibility to support the behaviour of every pupil in school. We recognise that it is also the responsibility of all adults to manage the behaviour of children at transitions during the school day, for example, at the end of breaks or when moving to assembly. It is important that all adults clearly and consistently communicate our expectations about the behaviour of children during these transitions so that school is a safe, calm and predictable place. We believe that this approach helps children develop their understanding of the different expectations for behaviour in different contexts, for example, playtimes and assemblies.

**Rewards**

All adults at Crossdale are encouraged to reward and affirm children who are making desirable choices about their behaviour. This affirmation could involve praise, stickers or visits to other teachers or the SLT (who may send a text home). In addition, all children are given a stamp chart on which to collect stamps for good behaviour. Once completed, these charts are collected to earn a treat day for the whole school.

Positive choices about behaviour and effort in class are also affirmed periodically in assemblies.

**Coping with Risky Behaviours**

Very infrequently, children's behaviour requires us to intervene to prevent harm to the child themselves or other children. A number of staff have received specialised training in coping with risky behaviours (CRB). This training is focused on de-escalating behaviour in a caring, professional and safe manner. All incidents where this level of intervention or restraint has been necessary are logged on CPOMS and discussed with parents. Where physical intervention is required, staff should review its use with the aim of finding strategies to reduce the need to use it in the future.

**Recording, Monitoring and Reporting of Behaviour**

We believe that it is important that we – adults and children - should always try to understand why problematic behaviours have happened. This will make it more likely that we will be able to promote positive behaviour successfully. Recording incidents of more serious misbehaviour allow us to carry out analysis. This is done using CPOMS.

Recording incidents of undesirable behaviour allows teachers and the school's SLT to carry out analysis on these behaviours.

### **Analysis of Behaviour**

In order that we can promote the positive behaviour we wish to see at Crossdale, it is important for SLT to analyse incidents of more serious undesirable behaviour so that we can understand why individual incidents have occurred or spot any patterns in episodes of repeated misbehaviour. We believe that this is important in allowing us to ensure that we are:

- Providing the appropriate support to children;
- Providing the appropriate training and support to staff;
- Considering how organisational changes (for example, moving a queue) can reduce the incidence of problematic behaviour.

When analysing behaviour with individual children or groups we use a model which explores:

- the reasons why child made an undesirable choice about their behaviour (the **antecedents** for the behaviour);
- the actual problematic **behaviour**;
- the **consequences** of the misbehaviour - for everyone involved.

(This approach is often called an ABC model -see appendix 1)

### **Individualised Behaviour Targets for Children / Progress Meetings**

We believe that we have a responsibility to help all children develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For most children most of the time examples of positive behaviour role models around school, reminders about expectations and use of the school's reward and sanction system will help children develop this ability.

When a child is repeatedly exhibiting similar problematic behaviours we recognise that we should work to try to understand the antecedents of these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Informing parents and SLT if there is concern regarding a child's behaviour

We believe that all staff are entitled to training and support to help them manage behaviour effectively. It is the responsibility of the SLT to monitor the training needs of staff and to work towards addressing these areas of need. It is important that we recognise that this monitoring and support should include all staff who work with children - including midday staff.

### **Liaison with Parents and Other Agencies**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

At Crossdale Primary, we request that parents:

- Support their child in adhering to the Crossdale Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

This policy has been written considering 2024 guidance from the DfE [available here](#).

## Appendix 1

