

## **Crawley Ridge Junior School**

### **Behaviour for Learning Policy**



#### **Our Policy Aims to:**

- Clarify the school's expectation in relation to behaviour, so they are understood by staff, pupils, parents and governors.
- Outline rewards, processes and consequences used in the management of pupil's behaviour, which will encourage a positive learning environment.

#### **1. Rationale and Ethos:**

Good behaviour is conduct that helps us to work together and to appreciate our roles and responsibilities in society. The school seeks to develop positive learning behaviour from its pupils in a consistent and engaging learning atmosphere where mutual respect is shown by all its members.

Pupil's academic, personal and social development is best supported in an environment where they feel safe, valued and motivated to achieve; where they value themselves, others and the environment they are in.

At Crawley Ridge Junior School, we *all* strive to be role models for good behaviour and believe that *everyone* has a part to play in successful behaviour management.

#### **2. Our Aims:**

- To create a community where effective learning takes place in an atmosphere of mutual respect, tolerance and trust.
- To encourage a positive, calm and happy environment where all achievements are acknowledged and valued and each person is treated fairly and with respect.
- To ensure that everyone is aware of what constitutes positive behaviour and that expectations for behaviour are upheld to enable learning to take place and the school community to work well together.
- To establish a consistent approach to behaviour management across the school.
- To encourage pupils to conform to all reasonable expectations and requirements set by the school.
- To encourage increasing independence and the ability for pupils to self-regulate: pupils make choices and take responsibility for their behaviour and accept the consequences of making inappropriate choices.
- To create opportunities and promote existing strategies for praise, encouragement and incentives for positive behaviour.

- To assure pupils that when disciplined, it is the *behaviour* and not the child that is deemed unacceptable.
- To give a fair hearing to all pupils, allow them the opportunities to listen to each other's side of a story and then time to reflect on their actions.
- To maintain good communication and co-operation between home and school with regard to both positive and unacceptable behaviour.

**Our expectations are that:**

**3.1: Staff**

- will promote positive behaviour in class and around the school
- work with children in a caring and sensitive way
- will focus on the needs of the individual
- work in partnership with parents, colleagues and governors
- give children choices

**3.2: Pupils**

- will understand what positive behaviour means
- contribute to, understand and be expected to keep school and classroom rules
- will learn to care and show respect for themselves and each other
- will develop the concepts of good citizenship and learn the value of friendship
- will follow the expectations of the school at all times when they are wearing their uniform and clearly identifiable as a Crawley Ridge pupil.

**3.3: Parents**

- will be confident that their child will receive support in a safe, caring environment
- will know that the school will further their child's social skills
- feel informed and welcome in school to discuss any issue of concern relating to behaviour.
- will support the school's behaviour policy including outside the school gates and at any time when their child is in uniform.

**3.4: Governors**

- will support the Head teacher in the management of the behaviour policy
- will carry out their statutory responsibilities with regard to behavioural issues

**4. Values**

The school values are:

- Positivity
- Respect
- Belonging

Each value has an associated set of promises which were created by the pupils of the school:

## Our School Promises

### **RESPECT:**

We promise to always listen to staff, friends and peers so that we make the most of every opportunity.

We promise to use our hands, feet and voice only for kind things

### **BELONGING:**

We promise to come to school ready to listen, learn and join in.

We promise to take pride in our school and make everyone feel part of our school family

### **POSITIVITY:**

We promise to try our best each and every day.

We promise to believe in ourselves and approach challenges with courage, a 'can do' attitude and to ask for help when we need it.

These are designed to promote positive learning behaviours.

## **5. Positive Learning Behaviours**

<b>We expect children to:</b>	<b>We will promote positive learning behaviour by:</b>
<ul style="list-style-type: none"><li>• Actively engage in their learning by listening, questioning, responding &amp; thinking</li><li>• Respect and respond positively to both written and verbal feedback</li><li>• Work with other pupils cooperatively and respect different opinions</li><li>• Always communicate with other pupils and adults in a respectful way</li></ul>	<ul style="list-style-type: none"><li>• Taking time to get to know each pupil and their interests.</li><li>• Modelling required learning behaviours in all subjects and in all situations.</li><li>• Class charters that set out expectations</li><li>• Using our PSHEC curriculum to explore and explicitly teach good behaviour for learning</li><li>• Recognising and rewarding positive learning behaviours.</li><li>• Encouraging pupils to be polite and assertive in responding to other pupils</li><li>• Ensuring that lessons are motivating, well-paced and inclusive for all.</li><li>• Sharing positive messages on social media.</li><li>• Fortnightly newsletters.</li><li>• OPAL assemblies which celebrate the things that go well at lunchtimes.</li><li>• Celebration assemblies every half term.</li></ul>

## **6. Behaviours that stop learning**

<b>The types of behaviours that stop learning are:</b>	<b>Staff will respond to these behaviours by:</b>
<ul style="list-style-type: none"><li>• Not focusing on task</li><li>• Taking too long to begin a task</li><li>• Inappropriately calling out</li><li>• Interfering with or disrupting other children</li></ul>	<ul style="list-style-type: none"><li>• Using non-verbal and verbal cues to refocus a pupil</li><li>• Providing a change of activity or sensory break if required</li><li>• Recognising and rewarding positive learning behaviours</li></ul>

<ul style="list-style-type: none"> <li>• Disrupting lessons with inappropriate questions or information</li> <li>• Frequent absences or regularly arriving late</li> <li>• Feeling worried or anxious</li> <li>• Signs of unmet needs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and validating a pupil's actions and feelings and ensuring the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions.</li> <li>• Using private rather than public reprimands where possible</li> <li>• Staff to respond to frequent absence or lates in accordance with the attendance policy</li> <li>• Checking for unmet needs &amp; providing a way of sharing worries.</li> <li>• Making adaptations to support the needs of children with Special Needs</li> </ul>
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We do, however, recognise that there is usually a reason why a pupil is unable to learn effectively and displays behaviour that is stopping learning and pupils may require additional support within lessons and from external support agencies.

If behaviours that stop learning are frequent we will:

- Discuss the situation with parents/guardians
- Create an individual behaviour plan with pupil and parent which will be reviewed at regular intervals.
- Use support from the Inclusion Leader and external agencies
- If necessary, discuss the need for an Education, Health and Care Plan with the Inclusion Leader.

## 7. Behaviour around the School

<b>We expect pupils to share responsibility for our school by:</b>	<b>If these expectations are not met we will:</b>
<ul style="list-style-type: none"> <li>• Keeping the promises associated with the school rules</li> <li>• Creating and keeping a class charter</li> <li>• Walking quietly around the school</li> <li>• Following the uniform policy</li> <li>• Taking responsibility for belongings and being ready for learning</li> <li>• Keeping the school tidy</li> <li>• Showing respect to other pupils and adults</li> <li>• Lining up quietly and sensibly when asked</li> <li>• Keeping hands and feet to ourselves</li> <li>• Being polite and considerate of others</li> <li>• Following instructions from adults</li> </ul>	<ul style="list-style-type: none"> <li>• Give a gentle reminder of what is expected</li> <li>• Give a personal consequence relevant and proportional to the pupil's actions</li> <li>• Log behaviour on CPOMs</li> <li>• Inform Head Teacher</li> <li>• Inform Parents/Carers</li> <li>• Adapt break time arrangements as necessary</li> <li>• Involve outside agencies.</li> </ul>

## 8. Rewards and Consequences

All rewards and consequences are personalised to individual pupils and to the specific circumstance and focus on meeting the pupil's needs. There is no hierarchy of either rewards or consequences. It is recognised that for children with additional needs there may need to be alternative responses to unexpected behaviour.

<b>We will recognise and reward behaviour that meets our expectations through:</b>	<b>Personalised Consequences may include:</b>
<ul style="list-style-type: none"><li>• Verbal and non-verbal praise</li><li>• Written praise in marking and feedback</li><li>• Putting a token into the class bucket</li><li>• Praise in front of peers and other adults</li><li>• Visit to the Head Teacher for praise</li><li>• Half-termly celebration assemblies</li><li>• Contact with parents/carers</li></ul>	<ul style="list-style-type: none"><li>• Missing break time to complete a task as directed by a member of staff.</li><li>• Repeat an activity</li><li>• Cool off time – inside or outside</li><li>• Letters of apology</li><li>• Being sent to work in another classroom.</li><li>• Contact with parents/carers</li></ul>

## 9. Equality

The school expects that all members of its community will apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation or because of gender reassignment. For disabled and SEND children this includes a duty to make reasonable adjustment to policies and practices.

For pupils who have needs that make them more likely to display unexpected behaviour, a Crisis Development Model will be completed. This will detail how to support a child who is becoming distressed and how their behaviour is best managed. This may not be in line with the policy that applies to the majority of the children in school.

## 10. Links to other policies & guidance

- Anti-bullying
- SEND
- Equality
- DfE Behaviour and Discipline in Schools Jan 2016
- EEF Improving Behaviour in Schools
- Crawley Ridge Junior School's Good Mental Health Strategy

## Appendix A

### Suspensions and Permanent Exclusions

On rare occasions, pupils may be suspended or permanently excluded from the school following either persistent misbehaviour or a single incident of serious misbehaviour. This may happen after a range of support strategies have failed to modify a pupil's behaviour, or it may be an instant response, without warning, if the misdemeanour is serious and puts the safety of others or themselves at risk.

The school has adopted the 'Surrey County Council Exclusion Policy' in respect of this, and interested parents can view this document online at <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/services-for-children/behaviour-support/exclusion-guidance-for-schools>.

**The trigger for suspension or exclusion could be any of the following:**

*(The triggers relate to both persistent and single incidents.)*

1. *Acting in a bullying, aggressive or abusive fashion towards any pupil or adult in school.*
2. *Committing an offence that causes personal injury or danger to another person.*
3. *Causing damage to someone else's or their own belongings.*
4. *Putting themselves in danger or at risk through irresponsible actions.*
5. *Severely prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (This applies both on site and off school premises where the member of staff is lawfully in charge and responsible for the pupil.)*

All incidents will be fully investigated by the head teacher or senior member of staff through interviews with both parties and any witnesses. Subsequently, the head teacher will determine whether the action is serious enough to warrant suspension or exclusion. In the absence of the head teacher, the decision can be made by the Assistant Head Teacher following consultation with the Chief Executive Officer.

The children at Crawley Ridge Junior School are made fully aware of the different ways they can seek help / support when others are causing them upset. They are also taught strategies they can use to calm down or to resolve conflict. Therefore, for a child to resort to violence (when unprovoked) is seen as highly inappropriate and totally unacceptable.

**Exceptions:**

If the head teacher determines that the reason a child reacted in an aggressive, abusive or bullying fashion is because they were severely provoked by someone else, then this may result in an internal suspension instead. (An internal suspension is when a child will remain in school but not be allowed to join the other children for break and lunch times.)

Should the parents of the child concerned feel that the school has not dealt with an incident fairly or constructively, then they have the right to put in a letter of complaint to the Local Academy Board who will investigate the matter further.

**Appendix B**

Types of negative behaviours and typical consequences that could be given depending on the child and the circumstance.

## What happens when we show unexpected behaviour at CRJS?

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours
<ul style="list-style-type: none"> <li>Name calling</li> <li>Low level disruption</li> <li>Task avoidance</li> <li>Poor choices</li> <li>Unexpected behaviour</li> <li>Misusing equipment</li> <li>In the wrong place</li> </ul>	<ul style="list-style-type: none"> <li>Obvious defiance</li> <li>Task refusal</li> <li>Rudeness/disrespect</li> <li>Persistent disruption</li> <li>Leaving group without permission</li> <li>Swearing (undirected)</li> <li>Deliberately annoying other people</li> <li>Aggression towards peers</li> <li>Any form of harassment</li> <li>Repeating level 1 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Dangerous behaviour</li> <li>Vandalism</li> <li>Swearing at someone</li> <li>Racial/sexual/prejudiced language</li> <li>Cruelty/bullying</li> <li>Fighting</li> <li>Physical Aggression towards staff</li> <li>Using an object as a weapon</li> <li>Any other type of violence</li> <li>Repeating level 1 and 2 behaviours</li> </ul>
<p><b>Typical Consequences</b></p> <ul style="list-style-type: none"> <li>5 mins time out to reflect on actions with an adult</li> <li>Loss of 5 mins of break time to be spent with an adult to reflect</li> <li>Verbal apology</li> <li>Verbal warning</li> <li>Serious talk with a member of staff</li> </ul>	<p><b>Typical Consequences</b></p> <ul style="list-style-type: none"> <li>Time in partner class to reflect and give space to any peer hurt or upset by the actions.</li> <li>Loss of break time spent with an adult to reflect on behaviour choices and understand why they were wrong.</li> <li>Written apology</li> <li>Restorative task</li> <li>Complete a reflection sheet</li> <li>Privileges taken away</li> <li>Write letter to family to explain what has happened.</li> </ul>	<p><b>Typical Consequences</b></p> <ul style="list-style-type: none"> <li>Internal Suspension – spending a period of time working away from your class</li> <li>Restorative task – an activity to rebuild relationships and help you understand what went wrong and how you could have behaved differently.</li> <li>Parents/carers informed</li> <li>Creating of an individual behaviour plan to help you regulate your behaviour</li> <li>Suspension – a period of time when you are at home.</li> <li>Permanent exclusion – no longer able to attend CRJS</li> </ul>
<p><b>Staff Actions:</b></p> <ul style="list-style-type: none"> <li>Teacher and TAs to monitor</li> <li>Contact parents for persistent breaches</li> </ul>	<p><b>Staff Actions:</b></p> <ul style="list-style-type: none"> <li>Teacher and TAs to monitor and record – no alert to senior leaders</li> <li>Teaching staff to contact all parents involved</li> </ul>	<p><b>Staff Actions:</b></p> <ul style="list-style-type: none"> <li>Teacher and TAs to monitor and record and alert Senior Leaders</li> <li>All witnesses to complete written report</li> <li>Refer to SLT for advice</li> <li>Teaching staff or SLT to contact all parents involved</li> <li>Suspension and exclusions completed by Headteacher</li> </ul>

## Appendix C

### The Escalation Process

<b>The Escalation Process</b> For use within school, on the playground or on a trip.	
<b>Reminder</b>	<p><b>For low-level inappropriate behaviour, remind a child that the way they are behaving is inappropriate/unexpected and explain why, before issuing a warning.</b></p> <p><i>“Your behaviour is unexpected/inappropriate, I wonder if you are feeling .... What strategy could you use here to help you feel calm again?”</i></p> <p>Think of Emotion Coaching, Attachment Training &amp; Zones of Regulation to support the child.</p>
<b>Warning</b>	<p><b>If the child continues to behave inappropriately, issue a warning. The warnings do not have to be given for exactly the same type of unacceptable behaviour (although this is most common.)</b></p> <p>Exceptions: Amber or Red behaviours                      Sometimes, an immediate consequence may be needed, rather than a warning first:                      Rudeness to any member of staff or adult helper                      Disobeying or challenging the authority of any member of staff or adult helper                      Swearing (of any sort and in any context)                      Deliberately being unkind or hurting someone’s feelings.</p> <p><i>“You have continued to behave in an inappropriate/ unexpected way so you are now being given a warning.</i></p> <p><i>If you CHOOSE to carry on behaving like this, then you will be given a consequence.”</i></p>
<b>Consequence</b>	<p><b>If the child’s behaviour does not improve after being given a warning, issue a suitable consequence. Any consequence should be followed up by a discussion with the child about how their behaviour affects other children or themselves.</b></p> <p><b>Exceptions: Red Behaviours</b></p> <p><b>Some unacceptable behaviour may require an immediate serious consequence rather than a warning or a consequence. In these cases, please inform the Head teacher immediately:</b></p> <p>Physically hurting someone                      Being violent or aggressive                      Stealing or damaging someone else’s property                      Bullying or racial harassment</p> <p><i>“Unfortunately, you have CHOSEN to continue to behave in that way so you will now be given a consequence.”</i></p> <p>Use any from the relevant list of consequences. Try to avoid referring to another adult as this suggests you do not have the authority to manage the situation.</p>



<p><b>Serious</b></p> <p><b>Consequence</b></p>	<p>A serious consequence is used for extreme or persistent misbehaviour.</p> <p>Arrange a time for the child to see the Class Teacher / Assistant Head / Deputy Head / Head Teacher (depending on the severity or persistence of the incident)</p> <p>The child's parents will be contacted (by a relevant member of staff) either by letter (see Appendix 6) or by phone, and a meeting or discussion will be had on how to manage the behaviour and to determine the necessary next-steps. (The Class Teacher, a Senior Leader, Inclusion Leader, the parents and the child (if appropriate) will be at the meeting.)</p>
	<p>Consequence from the red list</p>

**Appendix D**

Name

Date \_\_\_\_\_

Reflection Sheet

*For incidents at break time or lunch time*

*What happened to me?*

*Why do I think it happened to me?*

*What did I do about it? Was this the right thing to do? What else could I have done?*

*What other action was taken?  
Who helped me?*

*What do I think needs to happen next?*

**Appendix E**

**Prompt Sheet for Letter to Parents**

**Dear** (name of an adult at home)

**On** (date and time of day), **I was** (location where the incident happened).

**I broke the following rule(s):** (Write down the rule or rules that you broke).

**This is what happened.** (Add a description of what happened).

**I made a bad choice because...**

**I should have...**

**I am sorry for behaving in this way.**

**From** (your name)

## Appendix F

### Use of Reasonable Force

Here is the guidance from DfE

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

#### 'What is reasonable force?'

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 3. 'Reasonable in the circumstances' means using no more force than is needed. 4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.'

At Crawley Ridge Junior School we follow the advice from the DfE (see above) All staff need to be aware and follow these guidelines. All members of staff have a legal power to use reasonable force for example -

- To remove disruptive pupils from classrooms
- To prevent a pupil behaving in a way that disrupts a school event or educational trip
- To prevent a pupil from leaving a room if leaving would put them or others at risk
- To prevent a pupil from attacking staff or other pupils in school.
- To restrain a pupil at risk of harming themselves or destroying school property.

## Appendix G

The 5 Magic Questions of the Restorative Approach

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected?
4. How have they been affected?
5. What needs to be done to make things right?