

## Crabbs Cross Academy

### Behaviour Policy

July 2019 - 22

This policy was updated in September 2021 following discussion with staff and pupils. It is reviewed regularly, at least annually. It is due for a full review in Spring 2022.

Signed : Jon Hughes (Chair)

#### **Rationale**

Crabbs Cross Academy recognises that effective behaviour management is an essential element in the creation of a positive environment in which all feel safe, secure and happy. Crabbs Cross Academy is a place where children are given the maximum opportunity to learn while developing self-discipline, a respect for themselves, for others and their environment. The policy encompasses all aspects of school life and develops in pupils' skills, which will support them in their journey towards becoming mature, thoughtful and responsible adults in their communities, who respect the rights of others and know their own responsibilities in ensuring these rights are protected.

A key part of this philosophy is to have an environment that is calm and tolerant; bright and colourful; clean and well organised; open and friendly.

As a community we will not tolerate bullying in any form. Although we are realistic in recognising that it may happen, if it does occur it will not be tolerated. Please see the Anti-Bullying Policy.

#### **Aims**

Crabbs Cross Academy aims that everyone involved in the school works together to:

- create a safe, caring environment where there is mutual respect
- enable quality learning and working opportunities for everyone in school
- help every child develop a pride in themselves, their class and the school as a whole
- take pride in the school environment and have respect for the property of others
- establish a consistent and positive approach to behaviour management shared by all which reinforces efforts to behave well and work hard
- help children to understand they have rights to be safe, and responsibilities to keep others safe
- work positively with parents to promote good behaviour
- communicate effectively with parents

#### **Objectives (in child speak)**

Crabbs Cross Academy helps and encourages children to:

- know that everyone has the right to be safe and happy
- know each person has the responsibility to make sure others are safe and happy
- know that if children are angry or upset they need to talk to an adult
- solve their problems or difficulties by talking, not with hands or feet
- be kind, honest and fair to each other
- stand up for what they know is right
- have the courage to tell the truth in difficult circumstances
- know that everyone and everything should be treated with respect, including themselves
- play a full part in our school community

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#### **Positive Approaches to Behaviour Management**

All adults model positive behaviour in their dealings with children and each other. It is from us that children learn the most. Pupils learn our expectations when they see positive, friendly and respectful relationships between staff, governors, parents and visitors. Jenny Mosley, a well-respected expert in the area of providing teaching models which helping raise children's self-esteem, building positive relationships and models for positive behaviour succinctly expresses this:

*'Children are lightning conductors of an adult's mood – they scan our faces, listen intently to our tone of voice and within minutes can be profoundly affected. If the teacher is in a negative mood, he/she can wind up her/his children into such a state that they burst into the playground as his/her exact replicas, intent on irritating all the other children. ...they then rush back after lunch... quarrelsome and distracted.'*  
Mosley, J (1996) Quality Circle Time in the Primary Classroom. Cambridge: LDA

Careful curriculum planning, which aims to involve and take into account the needs of all pupils within a group, will enhance achievement and thus self-esteem in every learning opportunity. Tasks should be carefully matched to individual ability; every pupil should have the opportunity to experience success. Through this, children will feel good about themselves and will maintain positive relationships.

The explicit teaching of positive behaviour and character values will be mainly through assemblies and in the curriculum through Personal, Social, Health, Emotional and Citizenship lessons, often through the use of circle time. However, there will be many other opportunities throughout the school day, both in lessons and in playtimes, when children will be encouraged to act appropriately through praise, a quiet word or publicly acknowledging an action. We aim to encourage and praise a range of behaviours, including:

- listening well
- co-operation
- politeness and good manners
- asking for help
- independence
- having a go and doing our best!
- respect for self and others
- kindness and caring
- sharing time, sharing adult help, sharing equipment
- turn taking
- working and playing safely
- cheerfulness
- high standards
- perseverance or keeping on going, even when it is hard!
- patience with others
- working out problems in a fair way
- honesty and confidence

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Children are expected to follow the five golden rules:

- 1. We always try to do our best**
- 2. We keep everyone happy and safe**
- 3. We listen carefully**
- 4. We are polite and helpful**
- 5. We care for each other and our environment**

These were developed by children and based on promoting a positive Safety, Behaviour, Respect and Work ethic. These are displayed in each classroom and throughout the school, and each class should work together to understand these clearly. They should be constantly referred to so that children are clear about the expectations. These can be used as a foundation for children to form their own class rules. (See Appendix 1 for School Reward Systems)

#### **Behaviour we regard as unacceptable is:**

- Anything that stops children learning – not working, disturbing others, attention seeking, calling out, shouting, not taking care of property
- Spiteful and unkind behaviour – verbal or non-verbal including persistent swearing
- Behaviour or language which makes others feel bad e.g. because of race, gender or religion (see also the Diversity and Inclusion Policies)
- Aggressive behaviour which threatens the safety of the child itself, other children or adults within the school e.g. hitting, kicking, punching, throwing
- Retaliation for the earlier behaviour of others
- Theft and vandalism e.g. damaging things which do not belong to them
- Exiting a classroom without permission
- Any form of cyber bullying eg. sending hurtful text messages

Any poor behaviour will result in a consequence. These range from a quiet reprimand, to missing a privilege such as playtime, or going to see the Deputy Headteacher or Headteacher. (See Appendix 1)

Quiet, private reprimands are more effective than public ones, though we recognise the need to ensure the child does not find the individual attention rewarding, as this could lead to a cycle of misbehaviour in order to acquire one to one attention from the adult. Verbal reprimands should never humiliate or involve sarcasm. Staff will use the Emotion Coaching approach.

Pupils will be encouraged to apologise for their action, and to forgive the actions of others. They will be taught to understand that once a sanction is completed, the episode is forgotten, and a chance for praise should be sought by the adult as soon as is practicable afterwards. (See Appendix 1 for rewards and sanction systems).

Positive learning behaviours and conduct behaviours are both encouraged and rewarded. The children can earn dojo points and can be added to the class's 'recognition board' for demonstrating a

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commitment to abiding by the school rules. When children demonstrate a positive work ethic and desirable character skills and values, they will be praised and rewarded.

Class teachers and other adults will use additional strategies to aid children in 'Putting their Behaviour Right'.

Examples include:

1. 'Put it Right' System - children have a 'Put it Right Card' which gives them a chance to calm down and regulate their behaviour. These do not incur a penalty, but it must be time regulated (eg using a sand timer) and all work will still need to be completed after putting it right. For younger pupils staff could negotiate a 'safe' space in the classroom, which is understood to be the 'Put it Right' spot (or spots), again with a visual timer aid.
2. With persistent offenders, a personalised reward system may be used. This may be to support children needing additional support with their behaviour, and could involve a formal Pastoral Support Plan and input from other professionals, such as the SENCo and /or external agencies.
3. Staff understand that the child's behaviour is a form of communication. For some children, staff will log behaviours on an ABC chart, to help identify triggers and patterns and to help ensure the right provision and support is in place for the child.
4. Staff will use the Emotion Coaching approach, a communication strategy which supports children to regulate and manage their stress responses and guides and teaches them more effective responses.

#### **Working with Parents and the Wider Community**

If there are on going concerns over a child's behaviour we will contact parents and work with them to support children.

For some pupils, it will be necessary to draw up a more detailed programme or Pastoral Support Plan. This sets achievable targets for the child to reach and includes strategies to help him/herself regulate and make good choices. It aims to reduce behaviours which seriously affect a child's own learning or the learning of others, or which may present a physical risk to themselves or others. The school will use the expertise of the parents, the Educational Psychologist and Behaviour Specialists to aid us in helping to support a child. Advice from other experts may also be sought. Programmes will be developed with parental input and will be reviewed regularly. Pupils may also be placed on the Special Educational Needs Register after liaison with parents and in accordance with school policy in this area of social, emotional and mental health.

#### **Inclusion**

It is important that children whose behaviour is challenging do not become isolated. They will need specific one to one guidance within clear parameters that apply to all pupils within the class and school. It is important to praise these pupils for small points of progress to build a gradual staircase of success for them, as often their self-esteem can be low.

#### **Monitoring and Evaluation**

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All staff are responsible for this and should bring any difficulties to the attention of the Headteacher or Deputy Headteacher. The Headteacher has ultimate responsibility.

The Deputy Head will monitor the quality of work within this area and report findings to the Headteacher and Governors.

### Appendix 1 - How the Behaviour Policy Works

#### **Objectives**

Crabbs Cross Academy helps and encourages children to:

- know that everyone has the right to be safe and happy
- know each person has the responsibility to make sure others are safe and happy
- know that if children are angry or upset they need to talk to an adult
- solve their problems or difficulties by talking, not with hands or feet
- be kind, honest and fair to each other
- stand up for what they know is right
- have the courage to tell the truth in difficult circumstances
- know that everyone and everything should be treated with respect, including themselves
- play a full part in our school community

The behaviour of our children is about everyone working together to make the school a safe place for everyone. An understanding of rights, respect and relationships underpins the philosophy behind the approach to behaviour management. Children learn that they and the other children and adults have rights, such as the right to an education and the right to be safe, and learn that they are accountable for their own behaviour. Respecting the rights of others is strongly promoted and demonstrated by all adults and children. They also learn that relationships are important.

This is achieved by everyone working together so that that the children know that Crabbs Cross Academy is a fair place, where all adults listen to their worries and problems and help to solve them.

Teachers and other adults will help make sure this takes place by:

- Helping children to make the right choice
- Communicating their expectations positively
- Being well prepared for lessons
- Being in the classroom or group rooms when children arrive
- Looking after children when they come into school in the morning and leave in the afternoon
- Keeping an eye on children in the cloakroom and dining hall
- Watching their own classes and other classes when children move around the building and playground, telling children when they have behaved well and when they are not behaving well
- Actively using the school rewards and consequences system
- Telling the class teacher about any really good behaviour, or poor behaviour that they have spotted if the child is not in their own class or group
- Helping children where they see there is a behaviour problem beginning to start

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- Disciplining respectfully
- Using corrective strategies and supportive strategies
- Helping to resolve conflict

For children, this is about following the school 'Golden Rules' and being kind and fair at all times to other children and adults around them. If children do this, they will receive praise and rewards for making the right choices.

Children making a wrong choice will have an opportunity to correct their behaviour. Repeatedly making a wrong choice will lead to a consequence. A wrong choice would be a behaviour from the list below:

- Any behaviour that stops other children or themselves learning, such as:
  - not working
  - disturbing others
  - silliness
  - calling out
  - shouting
  - throwing things
  - damaging things
  - refusing to do what an adult is asking
- Spiteful and unkind behaviour, such as:
  - saying unkind things to others
  - name calling
  - name calling or behaviour that is about something such as the colour of someone's skin, the place they came from, how they worship god - this is called racism
  - lots of swearing
  - always leaving someone out of games
  - sending hurtful text messages or cyber bullying
- Any behaviour which makes other children or grown-ups feel unsafe e.g. hitting, kicking, punching, throwing
- Getting someone back because they may have upset you for any reason
- Taking something that does not belong to you
- Treating something badly or damaging something that does not belong to you
- Leaving a classroom or the school grounds without permission

### **Systems for Rewards and Consequences**

Every class will have a recognition board, which highlights the 5 Golden Rules. The aim is for every child to get onto the recognition board each day.

Good learning behaviours and good conduct behaviour will be recognised either by the recognition board, dojo points, or a combination of the two.

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If a child shows poor behaviour choices they should receive a warning and have an opportunity to change their behaviours.

Poor behaviour choices will be discussed with the child. The consequence of such choices will be a discussion about their behaviour at the next convenient opportunity, which could be playtime or lunch time. Any incomplete work will also need to be completed. This should be explained to the child at the meeting.

Repeated poor choices may be sanctioned by the child losing some of their playtime/lunchtime and spending it with a teacher.

A child can be sent to the Deputy Headteacher for continuous undesirable behaviour, such as:

- leaving the class, playground, or group without permission
- hitting
- kicking
- throwing
- swearing a lot (not just accidentally with an apology)
- throwing things unless as part of a lesson/playground game
- damaging things

If the Deputy Headteacher is having regular discussions with a child, then he/she may refer to Headteacher. Extreme or severe behaviour should be referred to the Deputy Headteacher or Headteacher as appropriate. Where behaviour is a concern, parents will be informed.

Anyone can 'Put it Right' during the day and earn dojo points or a place on the Recognition Board.

<b>Strategies And Consequences</b>	<b>Rewards</b>
<ul style="list-style-type: none"> <li>• Use of body language, eg demonstrating a poor choice without speaking, sign thumbs down, use of symbol card</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement and affirmative language. Well done without talking sign - smile, thumbs up, use of a symbol card</li> </ul>
<ul style="list-style-type: none"> <li>• Spoken communication – positively communicating expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken confirmation - well done or thank you</li> </ul>
<ul style="list-style-type: none"> <li>• Indicate a poor choice has been made without speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Within lesson, use of Recognition Board to reward positive learning behaviours/ traits, for eg, perseverance, collaboration, creativity, resilience, which are linked to our golden rules</li> </ul>
<ul style="list-style-type: none"> <li>• Move the child to another place in the classroom or hall or loss of some playtime</li> </ul>	<ul style="list-style-type: none"> <li>• Use of dojo points to reward learning and conduct behaviours</li> </ul>
<ul style="list-style-type: none"> <li>• Time out in another class where the child should work and be ignored by other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to another teacher for praise</li> </ul>

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<ul style="list-style-type: none"> <li>• Send to the Deputy Headteacher who will speak to the child and may contact parents</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to Deputy Headteacher – receive sticker</li> </ul>
<ul style="list-style-type: none"> <li>• Send to the Headteacher who will speak to the child and may contact parents</li> </ul>	<ul style="list-style-type: none"> <li>• Child sent to Headteacher Praise will be given and a special sticker</li> </ul>

#### **Rewards**

Children receive stickers and certificates in recognition of work and behaviour. If their work or behaviour is really good it may be celebrated at an achievement assembly.

Class teachers can also use their own rewards with their classes, such as personal rewards for dojo points or table points.

#### **Whole class reward systems**

Some classes may choose to work on whole class behaviours, and use systems such as the 'Marbles in a Jar' system. This is to validate good choices by the whole class, and can be unique to individual classes.

#### **Consequences**

Consequences happen when children make poor choices. Teachers and other adults need to act to help children make the right choices.

Firstly, teachers should keep voices low most of the time to keep things calm. A raised voice may be needed sometimes, particularly if there is danger.

Teachers will repeat actions they want children to take. They will repeat quietly, exactly and simply what they want the children to do. They will use 'Thank you' not 'Please' because they expect all children to do as they are asked the first time of asking. All adults will follow the list of consequences above, even if it is playtime. If children make poor choices at playtime, the class teachers are informed and they resolve the problem according to policy. If the poor choices occur at lunchtimes, the class teacher is informed but the lunchtime staff deal with the behaviour, according to the recommendations below.

Should poor behaviour continue to occur, the Headteacher, Deputy Headteacher or Key Stage Leader will, in the first instance, formally speak to parents or write to them about the poor choices made. Parents may be invited in to talk to them. It may be necessary for some children to need additional support to help them manage their behaviour. This could involve external agencies and/or could for part of a Pastoral Support Plan. As part of this a behaviour plan may be drawn up and a more personalised approach implemented.

The Headteacher may also need to follow up continuing poor choices by excluding the child. This could be a fixed term exclusion or a permanent exclusion, according to the exclusions guidelines and policy.

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If the poor choice results in something serious then it may mean that the Headteacher or Deputy Headteacher may need to move to exclusion without using all the other consequences first. (Please see the Exclusions Policy.)

Pupils who show very poor behaviour will have it logged in a class teacher's /Deputy Headteacher's /Headteacher's log as evidence.

### **Behaviour Policy for Dinnertimes**

Dinnertime is a time for helping children to make sensible choices, to be good friends, good listeners, and good speakers in the playground, dining hall and classrooms. There are playground games for children to use with the support of dinner supervisors and play leaders. Children should go to the dining hall quietly, sensibly and quickly. They should show good manners to everyone.

	<b>Consequences</b>	<b>Rewards</b>
1	Poor choice without speaking sign - frown, thumbs down, sad face	Well done without talking sign - smile, thumbs up, happy face
2	Tell the child what they should be doing, giving a warning	Spoken - well done, thank you, you have been kind
3	If poor choices are still made, the child should be moved to another part of the dining hall, playground	If good choices continue to be made give a sticker
4	If the behaviour still continues, speak to the child's teacher or the Key Stage Leader about the behaviour	Inform the teacher that the child's name should go on the 'Recognition Board'
5	Report the child to the Deputy Headteacher /Headteacher immediately	Report the child to the Deputy Headteacher /Headteacher for praise

Pupils who make poor behaviour choices at lunchtime will have their names logged by the dinner supervisors. The Senior Leadership Team will monitor so that persistent offenders can be tracked and worked with as appropriate.

Pupils will be loud or misbehave if they are left too long sitting at the end of dinner. They must be moved out as soon as possible. Staff **MUST** work together and supervise putting on coats and support ALL children throughout lunchtime to make good choices. This may mean spotting where there are problems and talking to the children to stop things getting worse. Dinner staff should also work with the children to help them play happily, showing them how to play or leading them in games.

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**At no time should any child be left unsupervised.**