

'Flying high...creating success together'



BEHAVIOUR POLICY

(Including Behaviour Principles)



POLICY ADOPTED	AUTHOR	REVIEW CYCLE
Autumn 2022 v1	Mrs S Dunstan	Annual
Version	Date	Amendments
V2	Summer 2024	Behaviour principles adapted
V3	Autumn 2025	This policy is based on a model from the Key. It has been checked by Forbes Solicitors. Amendments have been made to sections 7.2, 7.11 and 9
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CRABBS CROSS ACADEMY

BEHAVIOUR POLICY



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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide a consistent whole-school approach to behaviour management across our school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations for how children are expected to behave at Crabbs Cross Academy
- Outline our system and hierarchy of rewards and sanctions
- Clarify the roles and responsibilities of those with behaviour responsibilities
- the expectations and consequences of behaviour
- Establish an approach to maintaining high standards of behaviour that reflect the values of the school

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non- completion of classwork

Poor attitude to learning

Any behaviour that impedes the right of others to learn

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Child on child sexual violence and harassment:

Sexual violence is defined as any sexual offence as defined under the Sexual Offences Act 2003 such as rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment is defined as any unwanted conduct of a sexual nature, that violates a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. Whilst not an exhaustive list these are behaviours such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- upskirting
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content. This also includes sexual exploitation; coercion and threats, including coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful
Repeated, often over a period of time
Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• <i>Racial</i>• <i>Faith-based</i>• <i>Gendered (sexist)</i>• <i>Homophobic/biphobic</i>• <i>Transphobic</i>• <i>Disability-based</i>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our anti-bullying policy which outlines our school's approach to preventing and addressing all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying).

5. Roles and responsibilities

5.1 The governing board

The Crabbs Cross Academy governing board is responsible for: monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

Reviewing and approving this behaviour policy in conjunction with the governing board

Giving due consideration to the school's statement of behaviour principles (appendix 1)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

All staff are responsible for:

Implementing the behaviour policy consistently

Creating a calm and safe environment for pupils

Modelling and communicating the school's behaviour expectations, routines and values through their interactions with pupils ensuring **positive relationships**

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents promptly on CPOMS

The senior leadership team (SLT) will support staff in responding to behaviour incidents

Challenging pupils to meet the school's behaviour expectations

The senior leadership team will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should:

Support their child in adhering to the pupil code of conduct

Support their child in adhering to the school's behaviour policy

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Take part in any pastoral work following misbehaviour (e.g. reviews of behaviour plans or interventions)

As a school we will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

6. School behaviour curriculum and code of conduct

Our pupil code of conduct exists to help all of our pupils to look out for one another, stay safe and create a happy school environment. At Crabbs Cross Academy we want all of our children to be happy, secure and feel valued and respected.

Our children are expected to uphold our Pupil code of Conduct by:

- Understanding and following our Crabbs Cross values of Respect, Honesty, Kindness and Courage and know that doing this is rewarded
- Understanding that they are responsible for their behaviour and accepting the consequences when they make a mistake
- Making sure that their behaviour choices make it possible for both themselves and other children in their class to learn
- Being aware of our behaviour system and how they will be both rewarded for their achievements and know the consequences for wrong choices

At Crabbs Cross Academy one of our core values is RESPECT. Our children understand 'respect' in its most simple form to be based on 'The 3 R's'.

1. **Respect for myself**
2. **Respect for others**
3. **Responsibility for my actions**

IN our school we show respect for...	AROUND our School we will show respect by...
<ul style="list-style-type: none"> ✓ Ourselves ✓ Each other ✓ All adults ✓ Our learning ✓ School equipment ✓ Our school building and the school grounds 	<ul style="list-style-type: none"> ✓ Always walking ✓ Walking quietly ✓ Staying in line one behind the other ✓ Showing good manners at all times
In the playground we will show respect by...	IN THE CLASSROOM we will show respect by...
<ul style="list-style-type: none"> ✓ Using equipment properly and safely ✓ Always doing what the adults ask us to do ✓ Asking permission to enter the school ✓ Looking out for others and being a good friend ✓ Stopping when the bell rings ✓ Returning equipment to its rightful place ✓ Lining up sensibly, calmly and safely 	<ul style="list-style-type: none"> ✓ Good listening: ✓ Sitting still ✓ Staying quiet ✓ Looking at the person who is talking ✓ Listening to all of the words ✓ Following adult instructions ✓ Allowing other children to learn ✓ Asking permission to leave the room ✓ Using equipment and resources properly without causing damage
Online we will show respect by the behaviour we choose...	
<ul style="list-style-type: none"> ✓ We will follow our school's acceptable use agreement ✓ We will only use and go on to programs and websites that the adults give us permission to use ✓ We will only take and post images or videos of other people if we have been given their permission to do so ✓ We will always show respect to everyone online and keep all comments positive 	

This is also driven and supported through our whole school rules:

In our Reception classrooms we have 3 simple rules to help us be successful and the most successful versions of ourselves that we can be:



1. BE KIND
2. BE SAFE
3. BE READY (to learn)

In Years 1 to 4 we have 6 rules that also help to reinforce our whole school values.

6 GOLDEN RULES	LINKS TO OUR 4 CORE VALUES
<ol style="list-style-type: none"> 1. We always tell the truth 2. We always try to do our best 3. We keep everyone happy and safe 4. We listen carefully, follow instructions and make good choices 5. We are polite and helpful 6. We show care and respect for each other and our environment 	<p>These are the 4 key qualities that we wish to inspire and instil in all of our pupils.</p> <p style="text-align: center;">HONESTY</p> <p style="text-align: center;">RESPECT</p> <p style="text-align: center;">KINDNESS</p> <p style="text-align: center;">COURAGE</p>

Through this we ensure that our children uphold our Crabbs Cross Values at all times and this makes our school a happy place to be.

HONESTY: Being true to yourself and inspiring trust in others. This value ensures a strong sense of moral values, right and wrong and integrity of character.

RESPECT: Developing tolerance through everyone valuing themselves, celebrating diversity and difference in their relationships, their interactions and their learning. In addition children demonstrate manners and courtesy in their everyday interactions.

KINDNESS: Showing consideration, compassion and empathy to others. Developing an understanding of how our actions impact on others. Within our curriculum this portrays itself as both compassion to others and our environment.

COURAGE: A life-long process of challenging ourselves to be 'the best and most successful version of ourselves that we can be'. Our children know this as to try their best and never give up no matter how hard something is to do. This also means our children having the courage to say 'no' when others want them to do something they do not want to do and to stick at a task even when it is difficult.

7. Rewards and Sanctions

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture and enable them to be successful.

Pupil voice will be sought on their experience of the behaviour culture to support whole school evaluation, improvement and implementation of the behaviour policy.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Ensure the school rules and pupil code of conduct is displayed

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please see our school website for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Message or phone call home to parents
- Sticker system
- Dojo points
- Class and house points
- Golden tickets
- Certificates and celebration assemblies
- Extra playtime linked to class and house point systems

- Positions of responsibility such as Head and Deputy Head Boy and Girl, House Captains, Play Leaders or being entrusted with a particular job such as a monitor.
- Whole class rewards, house rewards and individual rewards.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class into another class for a **maximum of 15 minutes**
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or written reflection on the golden rule or core value that they have broken
- Expecting work to be completed at home, or at break or lunchtime
- Missing playtime or lunchtime play with their class teacher or senior leader
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on a positive reward chart
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded in the bound book that is stored in a locked cupboard and reported to parents

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Where there is a need for these sanctions to be applied a full risk assessment will be undertaken to determine the appropriateness of the pupil attending any future trips.

7.7 Online misbehaviour

Behaviour sanctions can be applied to pupils for online misbehaviour when it poses a threat or causes harm to another pupil.

7.8 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves and in such circumstances, there will be a member of staff present as a witness to the search. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Please see our safeguarding policy for further information.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Please refer to our child protection and safeguarding policy and statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse against staff or other pupils.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

7.12 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7.13 Supporting pupils

As a school we recognise that our approach to challenging behaviour needs to be differentiated to the needs of individual pupils as part of our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage.

The school's special educational needs co-ordinator (SENCO) may 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.

For pupils with an education, health and care (EHC) plan the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the curriculum that others are receiving.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader and will be removed for a maximum of half a day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Behaviour plans or pastoral support plan
- Pupil referral unit or outreach support
- Multi-agency assessment
- Use of teaching assistants

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

8.2 Suspension and permanent exclusions

The school 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

9. Recognising to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Examples of preventative measures include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans
- Training for staff in understanding conditions such as autism
- Use of separation spaces (calm areas, safe spaces, sensory rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff and settings at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on the proper use of restraint which is entitled 'Team Teach' and provided by the Positive Behaviour Team

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the behaviour culture for staff, pupils, governors, trustees and other stakeholders

The data will be analysed to inform necessary interventions and ensure that all duties under the Equality Act 2010 are being met.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board each year. At each review, the policy will be approved by the headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Exclusions policy

Anti-bullying policy

'Flying high...creating success together'



OUR CRABBS CROSS ACADEMY BEHAVIOUR

POLICY into ACTION

Our behaviour policy is built upon the principle that each day is a new day. We have a clear set of school rules that support our school values and each of our classes has a behaviour chart.

OUR SCHOOL RULES:

In RECEPTION we focus on 3 simple rules:



- ✓ Be kind
- ✓ Be safe
- ✓ Be ready (to learn)



IN YEARS 1 TO 4 WE HAVE SIX WHOLE SCHOOL RULES WHICH ALSO REINFORCE OUR SCHOOL VALUES:

1. We always tell the truth
2. We always try to do our best
3. We keep everyone happy and safe
4. We listen carefully, follow instructions and make good choices
5. We are polite and helpful
6. We show care and respect for each other and our environment

IN RECEPTION, YEARS 1 & 2:

Each day the children will start the day on the sun and as the day progresses, by showing positive behaviour choices, keeping to our school rules and demonstrating our school values the children can move up to the rainbow and consequently onto the 'pot of gold' one step at a time. If a child makes a poor choice, they will move down the behaviour board one step at a time to the cloud and finally the thundercloud.

RECEPTION, YEAR 1 & 2 BEHAVIOUR BOARDS



If children end the day in the rainbow, they will receive a silver sticker and if they end it in the pot of gold they will receive a golden sticker from their class teacher.

If children end the day in the cloud they miss 5 minutes of their break the following day, or if in the 'thundercloud' 10 minutes off their breaktime the following day.

Everyone will start in the sunshine at the beginning of the morning and afternoon sessions. However, **if rainbow or pot of gold is achieved in the morning, the children will remain there at the beginning of the afternoon**, subject to continuing good behaviour, **unless they have been moved down the behaviour board during the lunchtime**. If children have been in the white cloud or thundercloud at any point during the day, their parents will be informed by the class teacher at the end of the day.

IN YEARS 3 & 4

In Key Stage 2 we are flying high and creating success together! With this in mind KS2 are reaching for the gold stars and blasting off in their rockets, which are the designs for their class behaviour boards.

Each day the children start the day on the green zone 'ready for take off' on their class rockets. As in Key Stage 1 if they have demonstrated positive behaviour choices, kept to our school rules and demonstrated our school values they can begin to 'blast off' and move to our silver zone or beyond into 'out of this world', which is our golden zone. Children can only move up a zone one step at a time.

If a child makes a poor choice they will move down into 'emergency landing' or our orange zone and if this continues, consequently into the 'danger' or red zone.

Children always have the opportunity to move up the behaviour board when positive behaviour has been seen. Whether a child is being moved up or down the board **they will always be told the reason why** so that they can reflect on the positive or negative choices that they have made. On each occasion the adult will explain which behaviour rule or value that the child has or has not demonstrated.

If a child moves into orange zone they will miss 5 minutes of their playtime or lunchtime and those in red will miss 10 minutes. In Key stage 2 it is expected that if a child moves into the orange or red zone during a morning session, that they will have reset their behaviour by the beginning of lunchtime.

Everyone will start in the 'ready for take-off' at the beginning of the morning and afternoon sessions. However, **if silver or gold is achieved in the morning, the children will remain there at the beginning of the afternoon**, subject to continuing good behaviour, **unless they have been moved down the behaviour board during the lunchtime.**

If children end the day in silver zone, they receive a silver sticker and if in gold, a golden sticker from their class teacher. **If children have been in orange or red zone during the day, their parents will be informed by the class teacher at the end of the day so that parents can follow this up at home.**

In both key stages if children end the day below the sunshine in Reception or green zone in KS2 they miss 5 or 10 minutes off their breaktime or lunchtime the following day, dependent upon which zone or cloud they were in.

If a child is in the red / danger zone or dark, grey thunder cloud of the behaviour board and they are still not demonstrating positive behaviour during lessons **they will be sent to another for 15 minutes to continue their learning and reflect upon their behaviour.**

If a child in any year group has been in the **red zone or on the thundercloud 3 times in a week**, they will be sent to the Deputy Headteacher to reflect upon their behaviour. For such occurrences **greater than 3 times a week** they will be sent to the Headteacher and where this behaviour is becoming persistent **parents will be required to attend a meeting to discuss their child's behaviour.**

Where necessary, individualised behaviour systems will be put in place for those children needing extra support.

We expect to see consistency in positive behaviour from all children at all times of the day and therefore our lunchtime supervisors will use the same behaviour system as all other staff.



BEHAVIOURS THAT WILL MEAN CHILDREN GO STRAIGHT INTO THE DARK GREY THUNDERCLOUD OR RED DANGER ZONE:

- ✓ leaving the classroom, playground, hall or group without permission
- ✓ hitting, kicking, pinching, punching or any other physical action to purposefully hurt someone
- ✓ fighting
- ✓ throwing things
- ✓ damaging things
- ✓ swearing (not just accidentally with an apology)

A POSITIVE APPROACH TO BEHAVIOUR:

Our behaviour policy adopts a very positive approach to behaviour and for those children who are consistently making the right choices, their behaviour is recognised and rewarded in the following ways:

SILVER STICKERS: Children who end the day on the rainbow or the silver 'blasting off' zone will receive a silver sticker at the end of the day.

GOLD STICKERS: Children who end the day in the pot of gold or golden 'out of this world' zone will receive a gold sticker at the end of the day.

GOLDEN TICKETS: The staff will keep a track of how many times the children end the day in the golden zone. When children have been in gold 6 times or more, over a 2-week period, they will receive a golden ticket which will earn them 20 minutes at a special reward afternoon at the end of each half term where they can choose from the activities on offer to celebrate their achievement. Each golden ticket received will also earn them a ticket into the prize draw for their Key Stage which will be drawn as part of our celebration assembly.

DOJO POINTS: These are quick-fire individual rewards given to children within lessons for demonstrating good listening skills, encourage positive learning behaviours and validate good choices.

CLASS POINTS: These are awarded where the whole class has modelled has responded to a request quickly such as moving around the school quietly, lining up quickly and sensibly, had a successful playtime and modelled one of our core values or golden rules.

These class points feed into our house point system where the points for the class will be added to the team total each week in our celebration assembly. These are collected by our House Captains each Monday afternoon. Our 'Attendance Heroes' also earn points that feed into this system.

Our parents have a very important part to play in supporting their child's behaviour at school. Staff will always communicate with parents and carers about their child's behaviour when necessary and is vital that parents follow up these conversations at home in order to work in partnership together and uphold our golden rules and core values