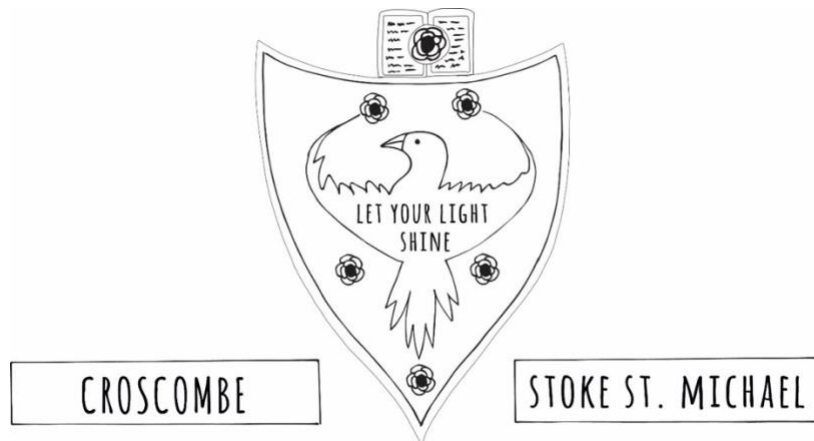# Promoting Positive Behaviour and Self Esteem Policy

Title of Policy: Promoting Positive Behaviour and Self Esteem Policy
Date reviewed: October 2023
Next reviewed: September 2024
Author: Chris Partridge

Reviewed by Governors:

Croscombe C of E VA & Stoke St Michael Nursery & Primary Federation

Written following Guidance for School September 2023

Statement of intent

As a federation we know that it is important to promote and provide a deeply caring and supportive environment where everyone feels safe, secure and respected. The development of personal qualities and social skills and the fostering of positive relationships and socially acceptable behaviour are an integral aspect of the school curriculum. We want the children to **SHINE** and the staff will encourage the children to make the right decisions to let their light shine. We use Zones of Regulation to help us support children to understand and regulate their emotions and resulting behaviours. We also use our Gem Learning Powers to teach positive learning behaviours to all of our children and our Jigsaw PSRHE curriculum to teach personal, social, relationship and health education.

Our Aims and Objectives *to help our children* SHINE

- To provide a positive, welcoming and happy school.
- To ensure consistency and care across the federation.
- To be fair and to be seen to be fair.
- To build and ensure positive self-esteem in all our children.
- To provide progress activities which motivate all to learn academically and socially.
- To have clear expectations using our federation strategies.
- To establish a clear code of behaviour.
- To help children make informed choices and decisions.
- For all children to be valued as unique individuals in our schools.
- To help children to become self-disciplined and responsible for their own actions.
- To develop independence in all areas of learning and school life.
- To have good classroom management and organisation throughout the schools.
- To have a mutual respect ethos and culture.
- To ensure individual children are understood.

The School Environment

By all members of the school community working together we will endeavour to maintain a positive school ethos in all areas of a child's development through:

- Ensuring that the school environments are enhanced to provide stimulating and eye-opening learning areas appropriate for the children that are in them.
- Providing opportunities for social and academic success.
- Recognising relative as well as absolute success.
- Valuing all our children regardless of ability or background.
- Being friendly, approachable and treating our children as individuals.
- Promoting an open, welcoming, stimulating, caring and supportive climate.
- Nurturing mutual respect amongst children and adults.
- Respecting and caring for the physical environment making it stimulating.
- Involving children in caring for the school environment.
- Setting clear expectations about behaviour in school.
- Ensuring a consistent application of rules, rewards and sanctions.
- By providing interesting and stimulating grounds to keep the children occupied at break times.
- Engaging with all children inside and outside of their lessons.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as

part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
Community engagement – the school proactively engages with parent/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Executive Headteacher s and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools' This policy operates in conjunction with the following school policies:
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the federation. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parent/carers and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parent/carers with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management **The SENCO is responsible for:**
- Collaborating with the governing board, Executive Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parent/carers, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
  o SENCO.
  o Executive Headteacher.
  o Senior teachers

As authorised by the Executive Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parent/carers are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the federation defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the Federation defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class.
- Failure to complete classwork/poor attitude to learning.
- Rudeness/disrespectful comments
- Refusing to complete homework
- Use of mobile phones without permission on the school site
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the federation's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.

The SLT and the Executive Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

At Croscombe & Stoke Federation, we use a simple traffic light system to encourage the children to make the right choices and decision.

In each classroom, we will have a system for recording where the child is in relation to their current behaviour. Large Star then decreasing circles green, amber, red. Teachers may want to use pegs on the chart or Velcro or other method on the coloured circles.

Main points: All children will start every day on GREEN. Teachers can also move all children to GREEN after break or lunch.
GREEN shows that the child is making the right choice and displaying positive behaviour
AMBER shows the child has made inappropriate choices and needs support and encouragement to move back to GREEN
RED means the child has made choices that are unsafe or serious inappropriate and needs to move to another class/SLT for support and redirection. The member of staff then supports the child to enable them to return to class (back to AMBER) and staff support to help the child move back to GREEN *(time out of class dependent on age and seriousness of incident).*
STAR – a reward for those children constantly on GREEN and clearly demonstrate the right choices and positive behaviour constantly.
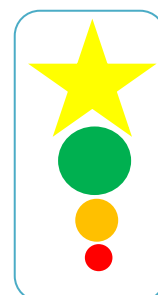
The school will keep a record of all reported **serious** incidents (**on MyConcern with the subtitle in the Concern Summary - Behaviour**) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parent/carers, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Removal of privileges
- School-based community service, e.g., tidying the classroom
- Being sent to another class (using the traffic light system) for time-out
- Communication with parent/carers/carers

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Executive Headteacher immediately or, in the Executive Headteacher's absence, the most senior member of staff.

- Staff investigate the incident and decides whether it constitutes unacceptable behaviour.

- Where deemed necessary, e.g., after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Executive Headteacher /senior teacher will determine the period the pupil will be removed from the classroom, as well as any isolation time.
- The pupil's parent/carers/carers will be contacted on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Executive Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Executive Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

The Executive Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Executive Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g., equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g., bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

To help children support their choices in behaviour, children and staff use the ZONES of Regulation

The **Zones of Regulation** is an approach based around the use of four colours to help children self-identify how they're feeling and categorize it based on colour. It is designed to help children better understand their emotions, sensory needs and thinking patterns.
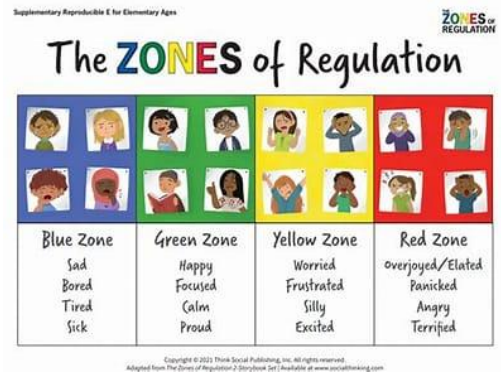
Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Staff will consider the pupil's specific needs and learning may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure the Executive Headteacher and relevant members of the SLT are aware (use of MyConcern) of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parent/carers, including meetings in school and or home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report/reward cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- PSP (Pastoral Support Plan) put in place.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.
- A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. This is in line with the issuing of 'House Point / Class Dojos'. Teaching staff will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., lining up quietly before walking into Collective Worship/Assembly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g., SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. In addition to the classroom this will be reinforced in all aspects of the school day and through whole school assemblies.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. We place high expectations on all members of our school community in regard to behaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Depersonalising situations
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your learning" becomes "if you return to your seat, I can help you with your learning". Using Thank you at the end of each request.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Executive Headteacher or a member of SLT. The pupil's parent/carer will be contacted – parent/carers may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Executive Headteacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom – situation/behaviour is above the RED traffic system.

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff:

The pupil will be moved to another class that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Executive Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Executive Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parent/carers, and other agencies if

relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Isolation

The school will make it clear to parent/carers and pupils that they are able to use Isolation as a sanction to deter future misbehaviour. The use of isolation as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used and will only be used during school hours.

All teachers at the school can impose isolation on a pupil, after a discussion with another SLT member.

Parent/careral consent is not required for isolation and, therefore, the school is able to issue isolation as a sanction without first notifying the parent/carers of the pupil, including for same- day isolation.

When issuing isolations, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the isolation is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Isolation will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school is a smoke-free and drug-free school and will not tolerate smoking, alcohol or drugs on site. In accordance with the Health Act 2006, the school is a smoke-free environment. Parent/carers, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Executive Headteacher's and staff authorised by the Executive Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Dangerous or inappropriate toys or items

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules (class conduct) and routines that are understood by all pupils – class charters.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Manage the behaviour in their classroom and take responsibility for this.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Be respectful in terms of behaviour and language at all times
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to school on time and fully prepared.
- Follow reasonable instructions given by staff.
- Always have polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in home learning at the time requested.
- Report unacceptable behaviour.
- Show respect and care for the school environment.

Classroom rules and routines

The school has an established set of clear class promises and these are clearly displayed and referred to regularly. The children set and review five of their own class promises and expectations linked to our Gem Learning Powers appropriate to each age and each class. Attention is given to how promises are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Executive Headteacher ensures all teachers understand the school rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom charters, rules and routines. Teachers inform pupils of promises and routines and revisit these daily. Where appropriate, teachers explain the rationale behind the promises and routines to help pupils understand why they are needed and will model promises and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if

they breach any classroom promises to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom promises and routines, teachers reinforce them in a range of ways, e.g. placing posters of the promises on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom promises and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parent/carers
- Visit to the Head Teacher
- Certificates, stickers, postcards, celebration and award assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Promoting Good Behaviour

Rewards

The Executive Headteacher and staff at the Federation recognise that by adopting a positive approach, giving the children a secure and caring setting and by having high expectations, we can provide the kind of environment that promotes good behaviour. We think it is important to recognise effort and hard work and reward good behaviour. Therefore, within our school, the following rewards are used:

1. Praise - this can be given anywhere, by any member of staff. It is perhaps the most frequently used reward and is given for work, effort and behaviour.
2. Display of children's work - This is another 'reward' which we often use. It rewards both good work and effort. With limited display space, the children recognise that to have a piece of their work displayed it must be of a high personal standard. This often acts as a form of motivation for future pieces of work.
3. Star of the Week" - When a child behaves in a manner which warrants significant recognition, the child is awarded a "Star of the Week" sticker and certificate, during Friday assembly, presented by a member of staff.
4. House points – These are used to reward good work, either from individuals or groups of children. House points are identified by team colours, which are added up weekly and displayed in the Hall. At the end of each half term, the "House" with the most collected points celebrates by all its members wearing non-school uniform for a day or another reward.
5. "Head Teacher's Award" Stickers - Sometimes we feel that a child has produced an exceptionally good piece of work. The child is then sent with his/her piece of work to show the Executive Headteacher what they have achieved. In recognition of this, the child is given a sticker to wear and show his/her parents.
6. Whole Class Rewards - These are used by individual teachers to encourage the whole class to work together, thereby supporting those children who find concentration/good behaviour difficult.
7. Dojo points – These are rewarded in class for super behavior, completing a task on time, having a good attitude toward their own learning or providing an excellent response to a question in class. Each child is given their own Dojo Avatar and are able to build up points towards a reward of the class teacher's choosing. Parents are given the option to sign up to the programme and can use this to share in their child's success and be able to communicate with the class teacher.
8. Star on the Traffic Light System –if a child has displayed exemplary behavior throughout the day, they may be asked to put their peg on the Gold star in recognition of this and may receive a reward which is to the discretion of the class teacher.
9. Community Champion – will be award to individuals who show compassion and elements of the GEMs

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Our high expectations apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:
- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only

impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

1. Behaviour incident data, including on removal from the classroom
2. Attendance, permanent exclusion and suspension data
3. Use of pupil support units, off-site directions and managed moves
4. Incidents of searching, screening and confiscation
5. Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Executive Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Anti-Bullying

All schools have a responsibility to reduce bullying. At Croscombe and Stoke Federation, our behaviour policy includes a reference to the requirement that:

"……the school aims to develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions…and … mutual respect between all members."
Through our response, we should demonstrate to pupils and parents that bullying is taken seriously and when witnessed or reported, something is done to make things better.

Definition
- Bullying is the deliberate and continued verbal or physical abuse of an individual or individuals by another individual or group.
- Bullying can include intimidation, threats, extortion, spitefulness, name calling, intentional exclusion and violent acts.
- Bullying can affect a child's self-esteem and can affect their attitude and behaviour in school; it can create intense feelings of distress, loneliness, hurt and despair.
- What may not be considered bullying by one person, may deeply distress another.
- Bullying must be assessed by the bullied and the effect it has on them.

No one likes the word *bullying*, but it is used frequently by both pupils and parents to describe any act of verbal or physical aggression. In actual fact *bullying*, in the true sense of the word, only occurs when there is powerful, persistent aggression over a period of time, which results in prolonged unhappiness for the victim.

Monitoring and review

This policy will be reviewed by the Executive Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024.

Complaint Procedure

As this is an emotive subject, any issues with this policy or any related matter on this subject should be discussed with either the Executive Headteacher or Chair of Governors, who will act in accordance with the existing complaints procedure.
See complaints policy