



CROXBY PRIMARY BEHAVIOUR POLICY

Effective Date: March 2022

Date of minuted approval by the Board of Governors: March 2022

Review Committee: Primary Local Board

Review Date: March 2023

This policy complies with section 89 of the Education and Inspections Act 2006 and should be read along with the Anti-Bullying Policy, Positive Handling Policy and the Fixed Term Exclusions Procedure.

Rationale

At Croxby Primary, we aim for the highest standards of behaviour, we want the children to feel secure, valued and understand what is expected from them. Croxby children will be encouraged to take part in decision making and to develop a strong self-esteem. Tolerance and respect towards others will be fostered, along with an understanding of people with different cultures and ethnic origin. The academy will not tolerate any forms of disrespectful or inappropriate language, radicalisation, or homophobic and racial bullying.

Expectations of all

All children have the right to develop their potential and be safe and happy in the academy. Our Academy Rules have been developed by staff and children working together, they are essential for maintaining our rights and responsibilities. We have two rules at Croxby Primary:

- Work hard
- Be nice

We have high expectations that all members of the academy community will take responsibility for following the academy rules.

Roles and Responsibilities

At Croxby Primary, we believe that all children, staff and parents share responsibility for managing and promoting good behaviour. In this way, the children realise that the way they behave is of importance to everyone.

Children:

- Within Year 6 we have Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. These are children chosen by staff to set a good example for learning and behaviour to the rest of the academy.
- The children in the academy understand that they take responsibility for their behaviour and must follow the two Academy Rules.
- Children should attend the academy regularly.

Staff:

- Class teachers should lead by example and endeavour to ensure that their children behave well at all times, following the Academy Rules, even when they are not present.
- To educate children about bullying, kindness and respect.

Parents:

- Parents/family members are expected to behave in a reasonable and civil manner towards all academy staff. Incidents of verbal or physical aggression to staff by parents/family members of children in the academy will be reported to the Headteacher.
- We expect parents to support the actions of the academy when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.
- Ensure their children attend the academy.

Behaviour Management Systems

The academy uses a simple three step traffic light system for managing behaviour. Children automatically start each session on green (expected behaviour) but may be moved to amber or red if the behaviour does not follow the expectation. Children will move back to green within the session as soon as they demonstrate green behaviour.

Reward Systems

- House Tokens are used as a way to reward good behaviour as well as hard work, this links to a points system. The tokens are colour coded for each house. A record of each house's weekly total and yearly total is kept, which is shared with the children in a weekly whole academy assembly.
- Verbal praise
- Headteacher award stickers will be given to children who have made their teacher proud by working extra hard or being extra kind
- Leading Learner Awards
- Graduate Award badges will be given out ~~in assembly~~ to celebrate self-regulated learners

Sanction Route

If there has been conduct of an unacceptable behaviour, then sanctions may follow (see Appendix 1). Croxby Primary is a restorative practice academy. Any children having disagreements or conflicts will follow a restorative approach (see Appendix 2). Following a resolution, sanctions may still be applied. Children will have access to a child-friendly version of the sanction route (see appendix 3) and will be involved in the process. Staff will record incidents which result in a child remaining on red onto CPOMS.

Appendix 1

| Stages | Possible Behaviours | Possible Sanctions/Language |
|--|---|--|
| 1 | <p>Child displays non-green behaviour, such as (or similar):</p> <ul style="list-style-type: none"> • Swinging on a chair • Interrupting/calling out • Talking when should be listening • Running inside academy • Making silly noises • Distracting others • Using a swear word • Slow to complete work • Ignoring instructions • Refusal to complete work • Name calling • Repeated Rough play during playtime/lunchtime | <p>First warning given</p> <p><i>“(Child’s name), you are currently (behaviour), this will lead to you being placed on amber if you do not demonstrate green behaviour. To stay on green you must_____.”</i></p> |
| 2 | Continuation of any behaviours from above within the same session. | <p>Child’s name is moved onto Amber</p> <p><i>“(Child’s name), you are still (behaviour), I am placing you on amber. To return to green you must_____.”</i></p> |
| 3 | Continuation of any behaviours from above within the same session whilst on Amber. | <p>Child’s name is moved onto Red on the class Behaviour System.</p> <p><i>“(Child’s name), you are still (behaviour), I am moving you from amber to red. To return to green you must_____.”</i></p> <p>If the child does not manage to move back to green, then this is recorded on CPOMs. The child returns to green at the start of the next session.</p> |
| <p>The adult must physically move the child’s name from green to amber etc. As soon as the child demonstrates green behaviour, their name must be moved <u>straight to green</u>.</p> <p><i>“(Child’s name), you are now showing green behaviour because _____ so I am moving you back to green.”</i></p> | | |
| 4 | Continuation of any behaviours from above within the same session whilst on Red. | <p>The child will receive a 5 minute isolation in their own class. If this does not have the desired outcome, eg. green behaviour, then they will move to work in another classroom and as a result will miss a break.</p> <p>(The class teacher will supervise the missed break)</p> <p>The class teacher will inform the child’s parents that they were removed from class and this will be recorded by the class teacher on CPOMs</p> |
| 5 | Child moves to red three times within one week in a half term. | Child’s parents meet with class teacher, which is recorded on CPOMs A positive behaviour chart may be implemented at the class teacher’s discretion. |

| | | |
|---|--|--|
| 6 | <p>A child is removed from class 3 times in a half term.</p> | <p>The child will receive an after academy detention or lunchtime detention and a meeting will be held between parents and a designated member of SLT who will discuss a behaviour plan, which is recorded on CPOMs SIMs. Repeated behaviours at this stage may also result in temporary/fixed term exclusions. (Detentions will be supervised by the class teacher or a member of SLT)</p> |
| 7 | <p>Any unacceptable behaviour such as:</p> <ul style="list-style-type: none"> • Walking out of class • Leaving the academy site • Threatening behaviour • Bullying • Intentional physical harm/verbal abuse towards staff or pupils • Extreme dangerous behaviour • Swearing at someone • Racism • Vandalism • Destruction of property • Stealing | <p>The child will move straight to red and will work out of their own class for the day. They will also have a lunch or after academy detention.</p> <p>Behaviours in this stage may also result in a temporary/fixed term exclusion.</p> |

Appendix 2

What are restorative approaches?

A restorative approach offers an alternative way of thinking about addressing discipline and behavioural matters and offers a consistent framework for responding to these issues. The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

| Authoritarian Approaches <i>The focus is on:</i> | Restorative Approaches <i>The focus is on:</i> |
|--|--|
| Rule-breaking | Harm done to individuals |
| Blame or guilt | Responsibility and problem-solving |
| Adversarial processes | Dialogue and negotiation |
| Punishment to deter | Repair, apology and reparation |
| Impersonal processes | Interpersonal processes |
| <i>and, as a result;</i> | |
| The needs of those affected are often ignored | The needs of those affected are addressed |
| The unmet needs behind the behaviour are ignored | The unmet needs behind the behaviour are addressed |
| <i>Accountability = being punished</i> | <i>Accountability = putting things right</i> |








Restorative questions to respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?

Restorative questions to help those harmed by others actions:

- What happened?
- What did you think when you realised what had happened at the time?
- What have your thoughts been since?
- How has this affected you?
- How have your friends and family been affected by this?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendix 3

| Stages | What has happened: | Because of this: |
|--|---|---|
| 1  | Non-green behaviour e.g. <ul style="list-style-type: none"> • Swinging on a chair • Interrupting/calling out • Talking when should be listening • Running inside academy • Making silly noises • Distracting others • Slow to complete work • Ignoring instructions • Refusal to complete work • Name calling • Rough play during playtime/lunchtime | Your teacher will give you a first warning |
| 2  | Continuing with any behaviours from above within the same lesson. | Your name is moved onto Amber |
| 3  | Continuing with any behaviours from above within the same lesson whilst on Amber. | Your name is moved onto Red Your behaviour will be recorded on our academy computer system. You will return to Green at the start of the next lesson. |
| 4a  | Continuing with any behaviours from above within the same lesson whilst on Red . | You will receive a 5 minute time out in your own class. |
| 4b  | Continuing with any behaviours from above after your 5 minute time out. | You will move to work in another classroom. You will miss your next break time. Your parents will be told that you were removed from class and this will be recorded on our academy computer system. |
| 5  | You have moved to Red three times (Stage 3) | Your class teacher will meet with your parents to discuss your behaviour. A behaviour chart will be completed every lesson. |
| 6  | You have had to be moved to another classroom 3 times in a half term. (Stage 4b) | You will receive an after academy detention or lunch time detention. A meeting will be held between your parents and a member of SLT who will discuss a behaviour plan for you. This is recorded on our academy computer system. Repeated behaviours at this stage may also result in temporary/fixed term exclusions. |

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Any unacceptable behaviour such as:

- Walking out of class
- Leaving the academy site
- Threatening behaviour
- Bullying
- Intentional physical harm/verbal abuse towards staff or pupils
- Extreme dangerous behaviour
- Swearing at someone
- Racism
- Vandalism
- Destruction of property
- Stealing

You will move straight to Stage 4b:

You will be moved onto **Red**

You will work out of your own class for the day.

You will also have a lunch or after academy detention.

Your parents will be told that you were removed from class and this will be recorded on our academy computer system.

Behaviours in this stage may also result in a temporary/fixed term exclusion.