



Croxby Primary
Bricknell Avenue
Hull
East Riding of Yorkshire
HU5 4TN
Tel 01482 846171
office@croxbyprimary.co.uk
www.croxbyprimary.co.uk

The Consortium Academy Trust	
Policy Title: Behaviour Policy	
Policy Owner: Director for Improvement and Standards	Statutory/Recommended: Recommended
Date Adopted: September 2023	Use Until: August 2026
Review Date: July 2024, 2025	Monitored By: SLT
Equality Impact Assessment: Equality Impact Assessment Statement: The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, access and inclusion and how different groups might be affected. We use Equality Impact Assessments to find and remove anything which might stop people knowing about our services, using them and getting the best from them. This is part of our duty under the Equality Act (2010).	

1. Why the Policy Is Needed?

The Trust is committed to working together to achieve our objectives, create learning environments which support excellence in teaching, learning and assessment and realise our vision of shaping positive futures for learners, employees and the communities we serve. It seeks to deliver this commitment by ensuring that it recruits, develops and maintains a highly knowledgeable, skilled and competent workforce.

The behaviour policy is an essential part of our Trust's approach to creating a safe and positive learning environment for all students. The policy sets out clear expectations for behaviour and helps to promote positive attitudes towards learning and respect for others. The policy also provides a framework for dealing with behaviour that falls short of these expectations, ensuring that the consequences for poor behaviour are fair and consistent across all schools within the Trust.

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

The Trust welcomes the support of the recognised trade unions in implementing this policy in a fair and consistent manner and actively encourages employees who are members of a trade union to seek the support of their trade union representative at the earliest opportunity.

2. What the Policy is About?

Our behaviour policy is based on the principle that all students have the right to learn in a safe, respectful, and inclusive environment. The policy sets out clear expectations and consequences for behaviour, our policy aims to reduce disruptive behaviour, improve attendance and punctuality, ensure respect for others, ensure that all students have equal access to learning opportunities and promote a positive culture within our schools. The policy also outlines the roles and responsibilities of staff, students, and parents in promoting positive behaviour and addressing poor behaviour when it occurs. By setting out clear expectations and consequences, our policy ensures that everyone within the Trust is aware of what is expected of them, and what will happen if these expectations are not met.

3. What the Policy Will Achieve?

Our policy also aims to provide a consistent approach to behaviour management across all schools within the Trust, ensuring that students are treated fairly and consistently, regardless of which school they attend. Ultimately, our behaviour policy aims to create a safe and positive learning environment where all students can achieve their full potential.

Procedures

Appendix A - Our Approach to Positive Behaviour:

At Croxby we expect the highest standards of behaviour, and we make a point of acknowledging, praising, and rewarding positive behaviours. We recognise that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.


Our 4 house classes: Dahl, Rowling, Tolkien and Blyton, ensure that all pupils and staff belong to a team. We use our team approach, so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Team points are awarded for displaying our school values and for following the school rules.








We promote positive behaviour through a range of reinforcements such as:

- Earning house tokens for following our two academy rules
- Sincere, precise praise which outlines the positive behaviour observed
- A Headteacher sticker for exceptional effort working towards the two academy rules
- Positive messages home
- Positive phone calls home
- One child per year group will be chosen each week for 'Hot Chocolate Friday' with the Headteacher to celebrate their outstanding positive behaviour.

Croxby Primary School uses a low-arousal approach to inspire positive behaviour and to encourage children to consider making good choices in line with our two school rules: Work Hard and Be Nice. We intend to reward children with enthusiasm, encouragement, humour, time and attention when they are making these positive choices.

If a student chooses to exhibit any inappropriate or unacceptable behaviour within school premises, then sanctions may follow. Croxby Primary is a restorative practice school. Any children having disagreements or conflicts will follow a restorative approach (see Appendix B). Following a resolution, sanctions may still be applied. Children will have access to a child-friendly version of the sanction route and will be involved in the process. Staff will record all incidents from stage 4 on Arbor.

Stages	What has happened:	Because of this:
1 	<p>Behaviour that does not meet the expected standard. E.g.</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• Intentionally Slow to complete work• Ignoring instructions• Refusal to complete work• Name calling	<p>Your teacher will give you a first quick correction reminder of the standard we expect to see.</p>

	<ul style="list-style-type: none"> Rough play during playtime/lunchtime 	
2 	Continuing with any behaviours from above within the same lesson.	Your teacher will give you a warning and say...I expect you to (reminder of the positive behaviour they want to see)
3 	Continuing with any behaviours from above within the same lesson whilst still on a warning.	You will receive a 5-minute time out in your own class to consider the choice and the consequence.
4 	Continuing with any behaviours from above after your 5-minute time out.	<p>You will move to work in another classroom for the rest of the AM / PM / Full day</p> <p>You will miss your next break time.</p> <p>Your parents will be told that you were removed from class, and this will be recorded on our academy computer system.</p>
5   	<p>You have moved to a 5-minute classroom time out three times</p> <p>(Stage 4)</p>	<p>Your class teacher will meet with your parents to discuss your behaviour.</p> <p>A behaviour chart will be completed every lesson.</p>
6 	<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 Homophobic language Vandalism Destruction of property Stealing 	<p>You will move straight to Stage 4:</p> <p>You will work out of your own class for the day.</p> <p>You will also lose privileges such as play break and lunch time.</p> <p>Your parents will be told that you were removed from class, and this will be recorded on Arbor.</p> <p>Behaviours in this stage may also result in a temporary/fixed term exclusion.</p>

Appendix B - Restorative Practice

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
and, as a result;	
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
Accountability = being punished	Accountability = putting things right

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?

Building and nurturing relationships is at the heart of a successful and happy school. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in our academy. Restorative Approaches is based on “Fair Process” and encourages children, with the support of staff, to take responsibility for their actions and to work out how to put things right.

During Restorative Conversations with pupils, we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, and summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Differentiate the behaviour from the child
- Have discussions in a suitable location, involving those who were involved.

- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

Appendix C - 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. Within Year 6 we have two Head Pupils and two Deputy Head Pupils as well as House Captains. These are children chosen by staff to set a good example for learning and behaviour to the rest of the school. The children in the school understand that they take responsibility for their behaviour and must follow the two school rules as below.

Children are expected to:

Work Hard and Be Nice.

- Follow teacher instructions with no questioning back
- Always ensure active listening
- Interact positively with staff and peers
- Report to a member of staff any negative behaviour or bullying
- Respect the environment
- Ensure that mobile phones are not used from entering the school grounds to leaving the school grounds
- Know school sanctions will be applied if behaviour expectations are not met

Staff are expected to:

- Lead by example and endeavour to ensure that their children model high standards of behaviour, show respect and follow the school rules, even when they are not present.
- Educate children about bullying, kindness and respect.
- Be fair and consistent in enforcing the behaviour policy.
- Ensure there is effective communication with parents linked to behaviour

Parents are expected to:

- Behave in a respectful, reasonable and civil manner towards all school staff and pupils. Incidents of verbal or physical aggression to staff by parents/family members of children in the academy will not be tolerated and may lead to a ban from the school site.
- Not post negative comments about the school on social media
- Support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.
- Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child's behaviour and reinforce school expectations.
- Follow the complaints policy if a concern is not resolved.