CROXBY PRIMARY BEHAVIOUR POLICY

Effective Date: September 2021

Date of minuted approval by the Board of Governors: June 2020

Review Committee: Primary Local Board

Review Date: January 2022

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 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 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. ~~Academy Ambassadors/Prefects.~~ 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.

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

- ~~Children who remain in green for the whole week, will be treated to a weekly reward decided by the academy.~~
- 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. House Captains will count the tokens and keep a record of each classes' weekly total and yearly total, which will be shared with the children in a weekly whole academy assembly.
- Verbal praise
- 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 practise academy. Any children having disagreements or conflicts will follow a restorative approach (see Appendix 2). Following a resolution, sanctions may still be applied. Staff will record incidents in line with the 'Recording Incidents on SIMs' (see Appendix 3).

Stages	Possible Behaviours	Possible Sanctions/Language
1	Child displays non-green behaviour, such as (or similar): • 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 • Repeated rough play during playtime/lunchtime	First warning given *"(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_____."*
2	Continuation of any behaviours from above within the same session.	Child's name is moved onto Amber *(Child's name), you are still (behaviour), I am placing you on amber. To return to green you must_____."*
3	Continuation of any behaviours from above within the same session whilst on Amber.	Child's name is moved onto Red on the class Behaviour System. *(Child's name), you are still (behaviour), I am moving you from amber to red. To return to green you must_____."* If the child does not manage to move back to green, then this is recorded on SIMS. (See Recording Behaviour on SIMS Appendix 3). The child returns to green at the start of the next session.

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 straight to green.
(Child's name), you are now showing green behaviour because _____ so I am moving you back to green."

Stages	Possible Behaviours	Possible Sanctions/Language
4	Continuation of any behaviours from above within the same session whilst on Red.	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. (The class teacher will supervise the missed break) 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 SIMS.
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 SIMs. A behaviour chart may be implemented at the class teacher's discretion.

6	A child is removed from class 3 times in a half term.	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 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)
7	Any unacceptable behaviour such as: • Walking out of class • Threatening behaviour • Bullying • Swearing • Racism • Vandalism • Destruction of property	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. Behaviours in this stage may also result in a temporary/fixed term exclusion.

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 *The focus is on:*	Restorative Approaches *The focus is on:*
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?

<u>**Appendix 3**</u>

Recording Behaviour Incidents on SIMS – Guidance

What to record on SIMS:

An occasion when following the behaviour policy has not resulted in a child returning to green.

Behaviour types to be used:

Only one of the following 5 options: Disruptive Behaviour; Fighting; Other (Minor); Other (Severe) or Verbal Abuse.

Examples

Disruptive Behaviour – this can include defiance, not completing work, not following classroom rules, not following instructions etc.

Other (Minor) – issues in the toilet area, wrong place, etc.

Other (Severe) – theft, damage to property etc.

Verbal Abuse – one off verbal abuse to pupils, verbal abuse to staff etc.

Note: There are two extra behaviour types, which can be used by Senior Leaders: Bullying; Racist. If you think any of the children have demonstrated either of those types of behaviour, it must be referred to a Senior Leader.

Location types to be used:

Only one of the following 7 options: Classroom; Dining Hall; Playing Fields; Toilets; In Corridor; Playground or Outside Academy Grounds.

Times to be used:

Only one of the following 9 options: Before Academy Hours; AM before break; AM Break; AM After Break; PM; End Of Academy;

Action Taken types to be used:

Daily Report; Missed Playtime; Discussed with Other Pupils; Discussed with Aggressor; Internal Exclusion or Further Intervention Required.

Note: When you record any incident on SIMS please send a copy to the Head and Assistant Head.

*Please ensure you click the resolved option.

Covid 19 Addendum

This addendum is to be used in conjunction with and alongside our Behaviour Policy. The rationale behind its creation is to ensure that the children and staff at Croxby Academy act in a manner that fully supports the very necessary safety measures that have been put in place during the Covid-19 pandemic and national crisis. Some behaviour concerns referred to in this addendum may have previously been deemed less serious, however; if an action now results in the potential compromising of a person's ability to socially distance and stay safe it will now be treated in a more serious manner. It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

- Children will enter and leave the academy through their designated entrance. Children will enter individually and will go straight to their desk, keeping a distance from any other individual. Movement around the academy ~~will be limited and interactions with other pupils limited to their allocated bubbles.~~ and interactions with other pupils will be limited.

- Children will be expected to follow all handwashing and hygiene routines while in the Academy.

- Children will be expected to socially distance from their peers in other bubbles as well as within their own bubble, when possible, and adults in the Academy and on the playground/field at all times. When children are in their allocated bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

- Each bubble will have allocated toilets to use. These will be supervised by a member of staff throughout the day, when possible. Children will use the toilets one at a time. When a child has finished in the toilet, they must wash their hands.

- Children will have a designated place to play during break and lunch times. They will not be able to use the outside equipment and will be unable to use sports equipment. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

- Lunch will be eaten in their bubbles inside their classroom. They will not get out of their seats. Children will have packed lunches (or an Academy lunch if provided) which will be brought to them in their bubble.

- The Academy house system will still be in operation. House tokens will be distributed throughout the week to reward green behaviour and will be counted each week. Children will be informed of the winning house each week during assembly.

- Walking through the Academy to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

Failure to abide by any of the rules, which are in place to ensure the safety of staff and pupils at the academy during this pandemic, will be considered as high risk behaviour. The 7 stage plan we currently have in place for sanctions has been amended to reflect this and altered due to social distancing. Please see Covid 19 Appendix below.

This addendum also applies to children with Special Educational Needs, whose specific needs may result in them finding it more difficult to socially distance or self-regulate. Staff will adhere to social distancing guidelines and will not use any form of physical restraint using Team Teach training, soothing or reassurance for example, hugs or children sitting on laps.

Covid 19 Appendix

Stages	Possible Behaviours	Possible Sanctions/Language
1	Child displays non-green behaviour, such as (or similar): • Swinging on a chair • Interrupting/calling out • Talking when should be listening • Making silly noises • Distracting others • Slow to complete work • Ignoring instructions • Refusal to complete work • Name calling	First warning given *"(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 _____."*
2	Continuation of any behaviours from above within the same session.	Child is moved to amber *(Child's name), you are still (behaviour), I am placing you on amber. To return to green you must_____."*
3	Continuation of any behaviours from above within the same session whilst on Amber.	Child is moved to red *(Child's name), you are still (behaviour), I am moving you from amber to red. To return to green you must _____."* 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.
Due to restricted movements in class, teachers will be unable to physically move the child's name and it will be recorded at their desk.		
4	Continuation of any behaviours from above within the same session whilst on Red.	The child will miss their break by being provided an isolated place to rest. The child's parents will also be called to discuss their behaviour.
Due to social distancing and isolated bubbles, children will no longer receive a five minute isolation within their class or be moved to another class.		
5	If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:	1. Other children in the class will be removed to a place of safety 2. Parents/Carers called to collect child from school immediately 3. Immediate swap from onsite education offer to online education offer 4. Fixed term exclusion 5. Permanent exclusion