

# Crofton Junior School



## Behaviour for Learning Policy

September 2021

**Approved by:** Governing Body  
**Last reviewed:** September 2021  
**Next review date:** September 2022

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

**Poor behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious poor behaviour** is defined as:

- Repeated breaches of the school rules

- Persistent behaviour that adversely affects the education or safety of other children or the safety of another child is threatened
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- 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)

**It is important for school to be a calm and disciplined environment, where everyone follows the rules. This is particularly vital during this unprecedented time of COVID-19, where disobeying rules and instructions can put the lives of pupils and staff in danger. Therefore, at this time serious poor behaviour would also include:**

- **Coughing in someone's face (deliberately)**
- **Spitting**
- **Touching others on purpose**
- **Taking another pupils' equipment**
- **Repeatedly not adhering to social distancing rules.**

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

#### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### **6. Pupil code of conduct**

Everyone has the right to feel happy, safe and cared for and the opportunity to learn to achieve their full potential, therefore we expect all members of Crofton Junior School to behave in a manner, which enables and supports this. As such, our three rules are:

- Ready
- Respect
- Safe

#### **Pupils have a responsibility to:**

- Be ready to learn;
- Be respectful of each other, adults and the wider community and school resources;
- Be safe in their actions, in the school and wider community.

#### **School expects pupils to:**

- Show respect for themselves and each other;
- Be polite and helpful;
- Remain calm;
- Listen to the views of others;
- Take responsibility for their own work, behaviour and equipment;
- Act in a manner, which ensures that everyone is safe.

#### **Pupils have the right to:**

- Be taught in an environment, which is safe and promotes high standards of learning and achievement;
- Be treated equally;
- Not be bullied or subject to discrimination.

#### **We encourage and support pupils to:**

- Enjoy their successes whatever they are;
- Learn so that they achieve their full potential in an encouraging environment;

- Feel safe and cared for;
- Know that adults in the school community are there to help and support them and do their best to help each individual achieve their full potential.

## **7. The Attributes of Good Behaviour For Learning**

We as a school have high expectations and as such expect all children to display the attributes of good behaviour for learning. The ultimate goal is self-discipline achieved through positive reinforcement, praise and the raising of self-esteem.

The attitudes we wish to promote are for all children to:

- Try their best;
- Treat each other with respect;
- Be polite at all times to everyone and speak respectfully to all adults;
- Consider other people's point of view and their feelings;
- Behave in class in a way which allows everyone to learn;
- Move around the school building in a quiet, calm and polite manner showing respect for other people and their property;
- Help to keep the school clean and tidy;
- Be friendly, co-operative and considerate.

## **8. Rewards and sanctions**

All staff openly respond to good behaviour for learning, encouraging the positive. A variety of methods are used:

### **8.1 List of rewards and sanctions**

#### **Individual:**

All staff openly respond to good behaviour for learning, encouraging the positive. A variety of methods are used:

- Praise;
- Name on the board;
- Team points;
- Special Because Certificate;
- Table points.

#### **Whole School**

The children are divided into houses and collect team points. The teams are identified by house names, each having a colour,

**Red**  
**Green**  
**Yellow**  
**Blue**

Pupils remain in the same house throughout their time at school. New children should be added to whichever house has the fewest number of pupils in the class to retain equity.

Children with siblings will be allocated the same house colour as their brother / sister. Team points will be added weekly for each year group and announced in Achievement Assemblies. Each half term, the team with the highest number of team points will receive a reward which is agreed upon and organised in conjunction with the team captains and vice-captains.

Team Points will be given for demonstrating good behaviour for learning, work of a high standard, helpful behaviour, taking account of the normal achievement of each child or following routines, completing and returning homework on time, effort, being helpful to adults or to other children either in class or on other occasions.

Children are given responsibility in school based on becoming independent for example classroom roles, the roles of the Head Boy and Head Girl and team captains and vice-captains.

### **Sanctions:**

For the vast majority of children, a reminder is enough to ensure that they demonstrate good behaviours for learning change and therefore do not require sanctions. However, all pupils are made aware of the consequences of not following school rules:

### **Poor behaviour:**

- Verbal warning/ reminder given.

### **Continued poor behaviour:**

- Behaviour Warning Card given;
- A cross added to the Behaviour Warning Card (5 minutes loss of break/ lunchtime);
- Two crosses added to the Behaviour Warning Card (loss of 15 minute playtime/ lunchtime);
- Three crosses added to the Behaviour Warning Card – red card. Sent to another class to work and half an hour lunchtime detention. Parents/carers will be contacted by the members of staff to explain the sanction.
- This process would start again following the end of each morning and afternoon session.
- If it is deemed appropriate by the teacher, the class may be required to miss 5 minutes of their break or lunchtime as a whole for eg continued low level disruption.

### **Serious poor behaviour:**

- A red card system is used for certain unacceptable behaviours (physical abuse – fighting; refusal to follow an adult's instructions (following verbal warning); disrespect of adult (after warning given); disrespect of property. If pupils are given a red card, they receive a lunchtime detention and the class teacher or member of the SLT will contact parents/carers. Receiving a red card is recorded on CPOMS with pupils completing reflection sheets.
- If it is deemed appropriate, the Headteacher at their discretion either:
  - Withdraw a pupil from class for an appropriate period to work in isolation; this will include break and lunchtime periods.
  - Exclude for a fixed term period, this may be for whole or part of the school day. The Headteacher may exclude for up to 45 days per year.
  - Permanently exclude. The Headteacher is able to convert a fixed term exclusion into a permanent exclusion.

If the Headteacher excludes a pupil, they will inform parents immediately giving reasons for the exclusion and provide appropriate work to be completed. The Headteacher will make it clear to parents that they can, if they wish, appeal against the decision to the Governing body and will inform them parents to make any such appeal. The Headteacher will inform the Governing body about any permanent and fixed term exclusions beyond 5 days in any one term.

Following an exclusion, the pupil and parents/carers will meet the Headteacher or appropriate member of the SLT to discuss the exclusion and future behaviours, before being welcomed back into school.

### **8.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **8.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **9. Behaviour management**

### **9.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Clearly communicating expectations of behaviour
  - 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

## 9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 and reported to parents

## 9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item, which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

## 9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. In doing so, we recognise that poor and serious poor behaviour may be as a result of previous childhood traumatic experiences.

The school's special educational needs co-ordinator will 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.

## 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 at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The Team Teach trained members of staff are:

- P. Birdsall
- M. Charles
- J. Walker
- K. Watson

### **11. Training**

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their on –going CPD as deemed appropriate.

A staff training log can be found in appendix 2.

### **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every two years.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- LA Exclusions policy
- Safeguarding policy
- Anti-bullying policy.

