



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour & Positive Handling Policy

Status of Policy	Date
Reviewed	Every 2 years
Ratified by governors	May 2025
Review date:	May 2027

Our School Vision:

Inspiring and enabling our school community to live to the full, promoting excellence and nurturing compassion, honesty, trust, hope, respect, thankfulness and courage.

*Jesus said, "I have come that they might have life and have it to the full"
John 10 v 10*

CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour & Positive Handling Policy

This policy should be read in conjunction with the Child Protection & Safeguarding Policy

Governors' Principles for Behaviour

- 1** The Governors of Crowthorne Church of England Primary School believe that high standards of behaviour are essential to facilitate effective teaching and successful learning enabling children to make the best possible progress in all areas of school life and ensuring a happy and productive learning environment throughout the whole school.
- 2** The Governors agree that all children, staff and visitors have the right to feel safe at school at all times.
- 3** The Governors also expect pupils to display the high standards of behaviour demanded at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school and when they are wearing the school uniform off-site.
- 4** The Governors request that a list of expected behaviour for children and teachers will be clearly stated in the Behaviour and Positive Handling Policy and will be explained to all pupils and staff. The governors expect the Policy to be consistently applied by all staff.
- 5** In order to promote and recognize good behavior the Governors would like to see a wide range of rewards, consistently and fairly applied in the classroom and elsewhere. These should be made clear in the Behaviour and Positive Handling Policy and regularly monitored for their consistent, fair application and effectiveness.
- 6** Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour and Positive Handling Policy so that children, staff and parents can understand how and when they are applied.
- 7** The governors accept the need for the use of reasonable force, following the guidelines set out by the DfE. The Behaviour and Positive Handling Policy should define 'reasonable force' and specify the situations in which reasonable force may be used.
- 8** The governors also accept that it may be necessary for the school staff to search a pupil. The situations in which this action would be taken must be stated in the Behaviour and Positive Handling Policy.
- 9** The Governors feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
- 10** It is the responsibility of the Headteacher to draw up Crowthorne Church of England School's Behaviour and Positive Handling Policy in line with the current guidelines and the Headteacher must ensure that the Policy is made available to staff, parents/carers and pupils and is posted on the school website.
- 11** Staff should be confident that they have the Governors' support to follow the Behaviour and Positive Handling Policy in full.

Aims:

1. To promote good behaviour recognising that this reflects care for ourselves, other people and the environment, so promoting good mental health and wellbeing.
2. To promote good behaviour recognising that school is a place of learning so all behaviour should facilitate this.
3. To promote good behavior recognising that this supports the well-being of all.

We believe that the benefits of good behaviour are many. These include:-

- for children the ability to work conscientiously
to develop self-discipline
to value friendship and respect for others
- for staff to have positive relationships with pupils
to teach without interruption
- for parents to be confident that their children are
developing personally, socially and academically
to enjoy positive relationships with staff, other parents
and children

We encourage our children to respect and live by our school values at all times; we believe this leads to excellent behaviour.

We expect a positive attitude at all times, in lessons, during transition times, on the playground, on school outings and journeying to and from school.

We remember also that children learn best from the good example set before them.

We believe that children should develop good discipline through positive encouragement and instruction, whilst understanding their rights and responsibilities within the school setting

Children

All pupils have the right to feel safe at school; the right to learn; the right to be respected and to have fair treatment.

The following states the behaviours we expect of the children. These will be explained clearly to them at the start of each term.

In classrooms, children are made aware of our expectations:

- We are kind, polite, and helpful, and are aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes.
- We treat other people with respect and in the way we would like to be treated.
- We always tell the truth.

Staff

1. Staff should recognise and apply the following rules of good classroom management:
 - Know the children as individuals. This means knowing their personalities, interests and who their friends are.
 - Plan and organise both the classroom and the lesson to keep children interested so minimising the opportunities for disruption. Arrive before the class and begin promptly.
 - Be aware that your own actions and tone will impact the class.
 - Model the standards of courtesy, timekeeping and tidiness expected from the pupils.
 - Emphasise the positive, including praise/rewards for good behaviour as well as work and effort.
 - Each term review the class charter (ie. rules for classroom behaviour) in order to establish clear expectations.
 - Use private rather than public reprimands wherever possible.
 - Be fair and consistent.
 - Explain the consequences of a child's actions
 - Make appropriate and consistent use of sanctions. Reflect on your own classroom management performance and consider any changes you feel appropriate.

2. Teachers use a range of strategies to support the children in the development of good behavior; for example:
 - Traffic lights
 - Class Smilies
 - Praising children for using the characteristics of an effective learner
 - Linking good behaviour to school values
 - Stickers, stars, house / season points
 - Being named as Class Good Citizen for the Week
 - Class rewards – Best seat in the House, awarding Cones, Parkers Prizes...(See also section on Rewards)

3. Staff should support the behaviour policy at all times. Wherever possible they should deal with discipline problems directly. However, where there is a need to seek help from colleagues, this should be freely given. More serious problems should be referred to the Phase Leader or Deputy Headteacher/Headteacher. Discussion of discipline problems may be put on the staff meeting agenda or discussed with colleagues, including the Head, whenever a teacher feels the need for support. Behaviour causing concern is recorded on CPOMs.

Parents:

1. Parents should support the Behaviour Policy at all times.
2. Parents are expected to model good behaviour and to act as positive role models at all times.
3. Parents should take full advantage of all the channels of communication made available by the school and develop good working relationships with teachers in order to help their children to become constructive members of the school community and good citizens of the school and wider community.
4. Parents should make every effort to attend parents' evenings and annual parents' meetings.

Rewards:

1. Use praise and encouragement as much as possible.

2. House/ Season points are given to all children for good work, consistent effort, good behaviour or a specific achievement. Teachers may also award stickers, certificates etc.
3. Class 'smilies' may be awarded for a whole class achievement. Individual teachers set class rewards for a given number of 'smilies'. The reward can be given at any time during the academic year (except the last day of any school term) and 'smilies' can be carried over school holidays within the same academic year but not between academic years.
4. Headteacher stickers and wristbands are given for good work/behaviour.
5. Each term certificates are to be awarded to children recommended by the class teacher for outstanding work or behaviour. These will be presented at a Friday assembly/ end of term assembly.
6. Teachers will contact parents specifically to share positive feedback.
7. In Year 6 the children are awarded the privilege of being a Prefect for a term. (All children in Year 6 will have a turn through the year except where behaviour has been unsuitable.
8. Out of School achievements are celebrated with the whole school during Friday assemblies. Each teacher also nominates a child for a 'Good Citizen Award'. This is for a child who has displayed the school's values and/or who has impressed their teacher with their attitude or effort that week.

Consequences:

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|---|--|
| 1. Unacceptable behaviour in class | <ol style="list-style-type: none"> 1. Use of informal/formal warnings 2. Sit alone/away from friends 3. Removal of privileges eg stay in at play/lunchtimes |
| 2. If behaviour persists (eg on same day) | <ol style="list-style-type: none"> 1. "Time out" warnings 2. Withdrawn from class under strict supervision for short periods 3. Referral to member of SLT 4. Parents contacted if deemed appropriate |

Each class has a traffic light system. All children start the day with their name on the green light. If their behaviour distracts others, interrupts the learning or does not meet the Class Charter / Rules, the teacher will initially warn the child and explain what behaviour is not acceptable. If the behaviour continues the child's name will be moved to orange. If there is no improvement, it will be moved to red and the child might miss a playtime, or be sent to see another member of staff.

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| Continuous | <ol style="list-style-type: none"> 1. Class teacher to keep a behaviour record 2. Use of informal/formal warnings 3. Child withdrawn for short periods to Deputy/Headteacher 4. Inform and discuss with parents 5. Setting targets on Learning Pathways 6. Consult outside agencies 7. External support |
| 3. Unacceptable behaviour in playground e.g. excessive/repeated violence, swearing, racism, persistently | "Time out" staying with person on duty/sent into school to write appropriate letter of apology and |

	breaking rules, lying	complete a Values sheet.
	Second incident within reasonable time	Parents contacted (and inform Head or Deputy) Removal of privileges - stay in at play/lunchtimes and write ways in which could improve their behaviour limits
	Third incident within reasonable time limits	Contact parents Discussion of possible ways forward Exclusion of play/lunchtimes
4.	Stealing	Teacher to investigate Parents informed Item replaced
5.	Unacceptable behaviour in Clubs	Exclusion from Club
6.	Damaging school/others property	Inform Headteacher Inform parents Negotiate replacement

Informal/Formal warning system:

In repeated cases of poor behaviour parents will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour such as chatting which are not considered serious enough to involve parents at a very early stage.

Teachers will keep a behaviour record when appropriate.

Children should not be left unsupervised in classrooms except in an emergency.

Other sanctions can be made to suit the behaviour, e.g. removal of graffiti. Stages may be accelerated if the behaviour is felt to warrant this.

In extreme cases children may be put on report or excluded by the Governors, on a temporary or permanent basis.

Behaviour incidents are recorded on CPOMs and this is used to monitor behavior across the school and a summary is included within the Headteacher's Report to Governors.

The Right to Search a Pupil

In accordance with the Education Act 2011 the school has the right to search a pupil with or without consent in certain circumstances. Any search carried out will be done by a member of staff of the same gender as the pupil and will be witnessed by another member of staff.

The following paragraph is included in a newsletter letter annually (September):

At Crowthorne Church of England Primary School we are proud of the behaviour of the children in our care. To this end we have a system of rewards and termly certificates.

Certificates are awarded for achievement in work or behaviour to the children each term. These are presented at the Merit Certificate Assembly. Children who receive certificates are encouraged to be proud of their achievements and their achievements are celebrated

by all staff and children in school.

Conversely, we also have set procedures which are recorded in our Behaviour Policy for those occasions when a child's behaviour does not meet our expectations. This is available in school along with all our policies for parents to read.

ADDENDUM TO BEHAVIOUR POLICY – POSITIVE HANDLING

Introduction

From time to time there are children in school with behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline.

All members of school staff have a legal power to use 'reasonable force'. The term 'reasonable force' covers actions that involve a degree of physical contact with pupils and are used to either control or restrain. (See DfE Guidance 'The Use of Reasonable Force 2012').

The school considers the use of restrictive physical interventions as appropriate in the last resort to prevent a child injuring themselves or others or causing serious damage to property.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others;`
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries by qualified staff. Children will have the support of a teacher, TA, or Mentor with whom they have a good relationship and their parents will be contacted. Staff involved in an incident will be given recovery time and personal support. They will not be expected to go straight back into class. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The Headteacher will take action to report any injuries to staff or pupils in accordance with school procedures.

Reporting and Recording Use of Restrictive Physical Interventions

After incidents in which physical intervention is used, staff should complete a Team-Teach Serious Incident report. All incidents requiring the use of physical intervention must be thoroughly and systematically documented within school records. The school should take action to ensure that parents are informed about these incidents as soon as possible.

Staff Training

The school has a program of continuous professional development which includes the Team-Teach scheme for training in physical intervention methods. Following the initial sessions appropriate staff receive regular three-year refresher courses. This training is intended to help staff to link meeting children's needs with positive behaviour management.



Our School Values

Compassion Honesty Trust Hope Respect
Thankfulness Courage

Name:

Date:

Which value or values did you NOT show?

Which value or values do you need to show in the future?

*How would things have been different today if you had lived out our school values?
Think - Write - What WOULD HAVE happened if you had behaved as you should?*

What do you need to do now to things right?