



# Behaviour Policy

This policy was approved and adopted by  
the Local Academy Board  
on 14<sup>th</sup> March 2024

It will be reviewed in Autumn 2025



## 1. RATIONALE

At Crawley Ridge Infants School, we seek to develop positive learning behaviour from our pupils by creating a calm, consistent and engaging learning environment in which all children are **ready** to learn; **respectful** towards themselves, others and the environment and feel **safe** and included.

## 2. PRINCIPLES

### 2.1 The School's Values

At Crawley Ridge Infants School, adults and children are expected to uphold three core values. These are the school's rules:

- **Ready** (to learn)
- **Respectful** (of other children, adults and the environment)
- **Safe** (to act in a way that provides safety for children and adults)

These are displayed in each classroom. The symbol of a tree is used to promote these values as it reflects our school emblem, and the metaphor of growth and development. The rules are actively promoted by adults through verbal reinforcement e.g.:

- Excellent listening – you are demonstrating you are **ready** to learn.
- Fantastic tidying – you are being **respectful** towards the classroom environment.
- Well done for beautiful walking – you are moving **safely** around the school.

### 2.2 How positive behaviour is encouraged and promoted

At Crawley Ridge Infants School, we recognise that adults have a profound impact on pupils' behaviour, therefore we expect all adults at the school to encourage positive behaviour through:

- Modelling calm and consistent behaviour and effective emotional regulation
- Using language to label and validate emotions effectively
- Establishing positive relationships rooted in mutual respect
- Giving positive attention to desirable behaviour either written, verbal or through appropriate rewards
- Creating clear, consistent and relentless routines
- Effective classroom management
- Delivering an engaging and suitably planned curriculum
- Using the PSHE, RE and RHE curriculum to promote emotional regulation and respect
- Using the 'Colour Monster' as an emotional barometer to 'check in' with a child's emotional well-being and promote emotional regulation
- Using 'Trickbox' to promote strategies that develop emotional regulation
- Supervising children effectively during play time

## 3. PROCEDURES

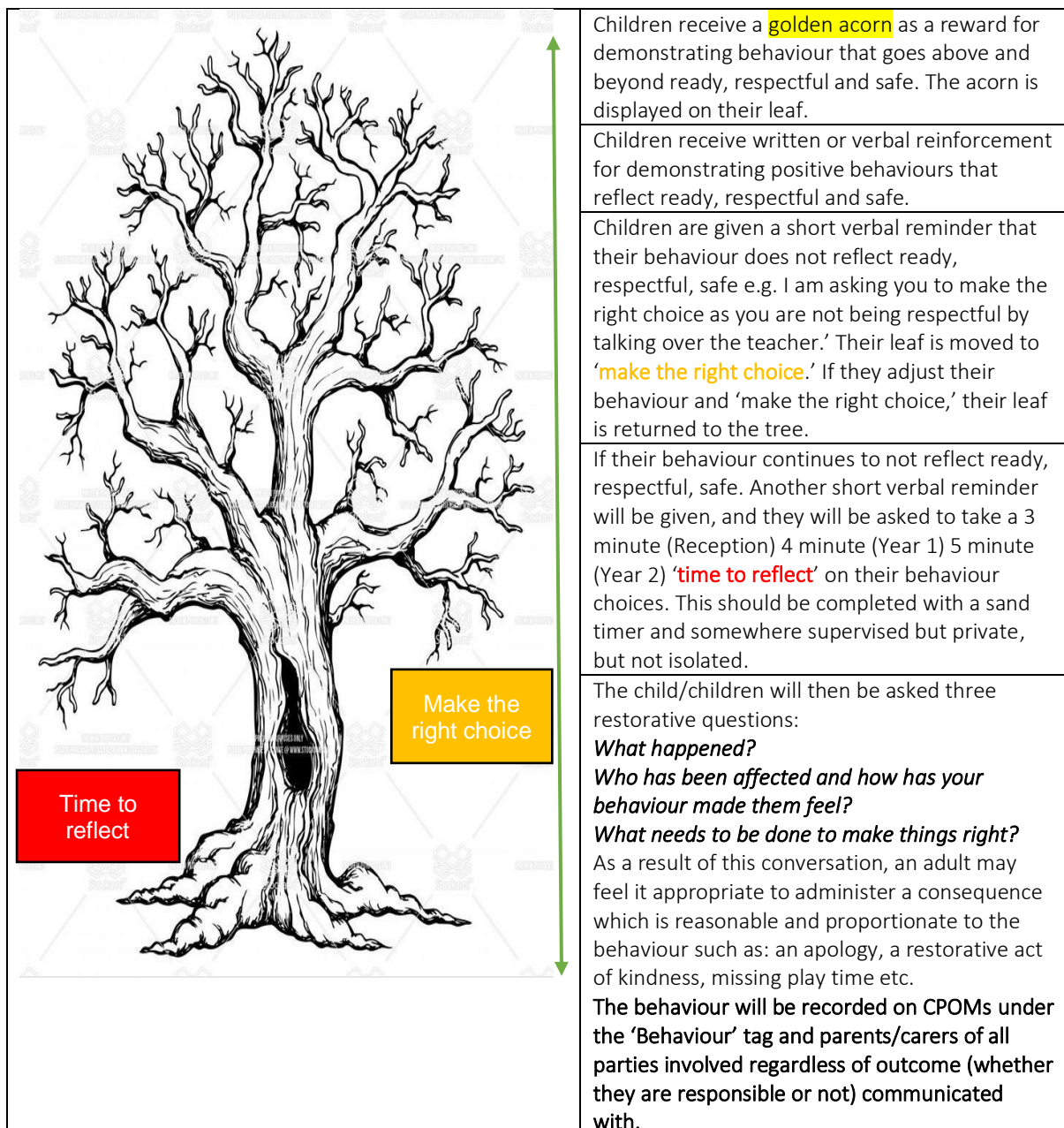
### 3.1 Rewards and Sanctions

At Crawley Ridge Infants School, we recognise that young children need support to regulate their behaviour. The first action is always to reinforce positive behaviour either written verbal or through an appropriate reward. In the event a pupil is making a negative behaviour choice, we use a positive, restorative approach, in which children are encouraged to consider whether their behaviour reflects our three school rules. Children are given reminders about their behaviour choices, and where appropriate, sanctions may be applied - the child in question will be encouraged to reflect on their behaviour, and what they might do to put things right in future.

**“tall oaks from little acorns grow”**

The behaviour system used works as follows:

Each child has a leaf with their name on which is displayed on the ready, respectful, safe tree in the classroom.





A child who has displayed an outstanding achievement in relation to ready, respectful and safe will receive a golden leaf and a certificate in celebration assembly. The golden leaf is named and placed on the tree in the hall. The child receives a certificate to take home. One child from each class receives the golden leaf award on a weekly basis.

To encourage children to work together, the class who earn the most golden acorns each week will receive the golden acorn trophy in celebration assembly.

Class points are also collected by the class displaying collective positive behaviours until a total (defined by the class teacher has been reached). Children then choose an appropriate reward e.g. five minutes extra play time.

This system incorporates the Restorative approach which key features include:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills to identify ways of repairing any harm caused by ensuring behaviours are not repeated
- RE-INTEGRATION: working through a structured, supportive process that reduces time pupil spends in time-out situation

## **2.2 Persistent negative behaviour**

We recognise that continuing disruptive behaviour may be the result of unmet educational needs, and we would explore a number of possible actions in the event of persistent disruptive behaviour. An individual behaviour log will be kept on CPOMs, to identify patterns or specific triggers of negative behaviour. The class teacher will discuss the matter with parents and the SENCo.

The following actions may then be introduced, according to need:

- Individual behaviour targets may be set with an appropriate reward system (eg 5 stars = 5 minutes extra computer time)
- Offering additional Emotional Literacy Support in school. Typically, impact would be assessed after six weeks, and next steps planned accordingly by the class teacher and ELSA
- Offering a specific support programme in school. Typically, the impact would be assessed after six weeks, and next steps planned accordingly
- Placing child on SEND register and creating an individual education programme (Pathway Plan), with updates typically half termly
- Placing child on SEND register and creating an individual behaviour programme (Pathway Plan), with updates typically half termly
- Referral to Behaviour Support Team with parental consent
- Referral to Educational Psychologist with parental consent

## **2.3 Extreme and sudden misbehaviour**

With more severe incidents, the Assistant Headteacher or Headteacher and parents will be informed.



In the event of extreme or sudden behaviour adults will follow the plan indicated in Appendix A.

The plan focuses on deescalating extreme behaviour incidents. Adults are asked to:

- Be calm but firm to ensure the safety of themselves, the child and others
- Use language calmly and minimally
- Provide a safe space for the child to release their frustration
- Validate the child's emotions

## 2.4 Serious Offences

In cases of derogatory language, racism, discrimination, physical violence, sexual violence or harassment, child on child abuse or bullying, the perpetrator will be dealt with quickly and effectively by the Assistant Headteacher or Head Teacher. The incident will be recorded on CPOMs and the parents will be informed.

## 2.5 Fixed term and Permanent Exclusion

The Headteacher may exclude a pupil for a fixed term or permanently:

- Where behaviour occurs that is a serious breach of the school's behaviour policy.
- Where allowing the pupil/s to remain in school would be seriously detrimental to the education or welfare of the pupil or others in school
- Where a range of alternative strategies and support plans have been tried and failed.

Exclusions will be arranged in accordance with the guidance given in

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf) - See Appendix 3 below.

DfE Statutory Guidance – *Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak*

(<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>), which describes the temporary changes to the exclusion process to be applied until 24<sup>th</sup> March 2022 will be followed alongside the *Statutory guidance for those with legal responsibilities in relation to exclusion* reproduced in Appendix 3.

## 2.6 Authority to use Reasonable Force

All members of staff have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom as outlined in [Use of reasonable force in schools - GOV.UK](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) ([www.gov.uk](https://www.gov.uk)) Where possible, it is always the preference that staff trained in 'Positive Touch' strategies use reasonable force. In the event of an extreme behaviour incident, such member of staff will be alerted immediately.

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 circumstance. Staff are most likely to intervene physically in the event the child is a danger to themselves or others. Additional details about the use of 'Positive Touch' and reasonable force are detailed in the Positive Touch Policy.



Staff should record any incidents that require the use of reasonable force on CPOMs.

## **2.7 Children with Special Educational Needs or Disabilities and Children with Behaviour, Emotional & Social difficulties who exhibit extreme behaviour (BESD)**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may not be appropriate or have the desired effect upon the child's behaviour. This might be because of other circumstances at home or because of medical conditions. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases, different approaches will be necessary and 'personalised' according to the needs of the child.

A child with behavioural difficulties may need of special attention that can only be provided via the Special Educational Needs and Disabilities Coordinator under the Code of Practice. Parents would be involved in this process.

In accordance with the school's legal duties under the Equality Act 2010, reasonable adjustments to this policy will be made for children who have Special Needs or are disabled.

## **2.8 Parental involvement**

We believe that **all school staff together with parents share the responsibility** to develop children who will participate and contribute to society in a mutually beneficial way. For this reason, the school will work closely with parents to promote positive behaviour and solve any behaviour challenges. Parental involvement is seen as vital, and support for this policy is encouraged.

## **2.9 Safeguarding**

At Crawley Ridge Infants school, we understand that all behaviour is communication. In the event behaviour is suspected to signify another problem the Headteacher (DSL) will be informed immediately, and the Safeguarding Policy will be followed.

## **3. MONITORING EVALUATION AND REVIEW**

The Headteacher will monitor this policy in action. At the beginning of each academic year the policy will be evaluated and reviewed with all staff and presented to the Local Academy Board.

## **4. Relationship to other policies**

This policy should be read in conjunction with the following policies:

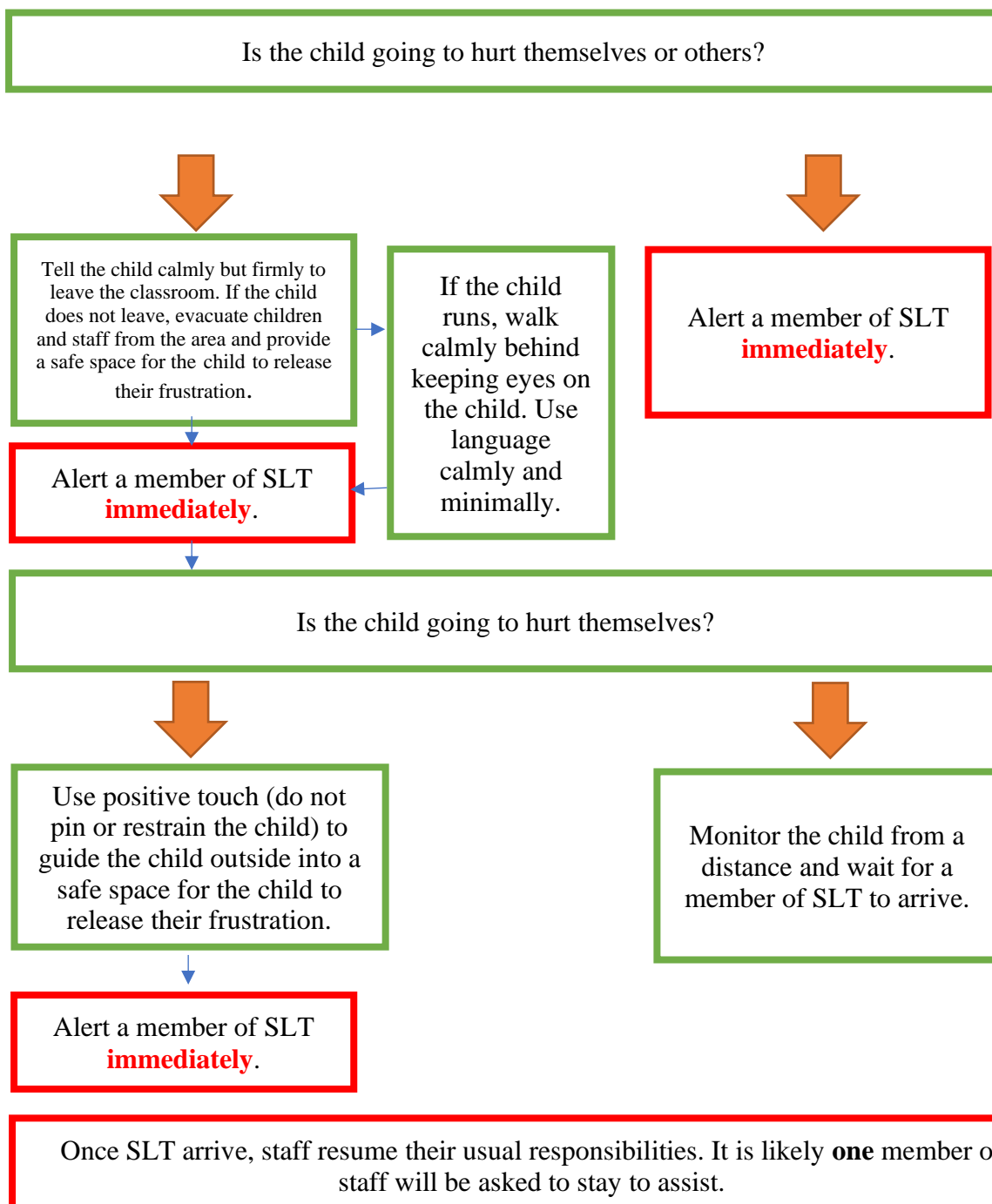
- Safeguarding Policy
- Positive Touch
- Anti-Bullying Policy
- PSHE Policy
- SEND Policy

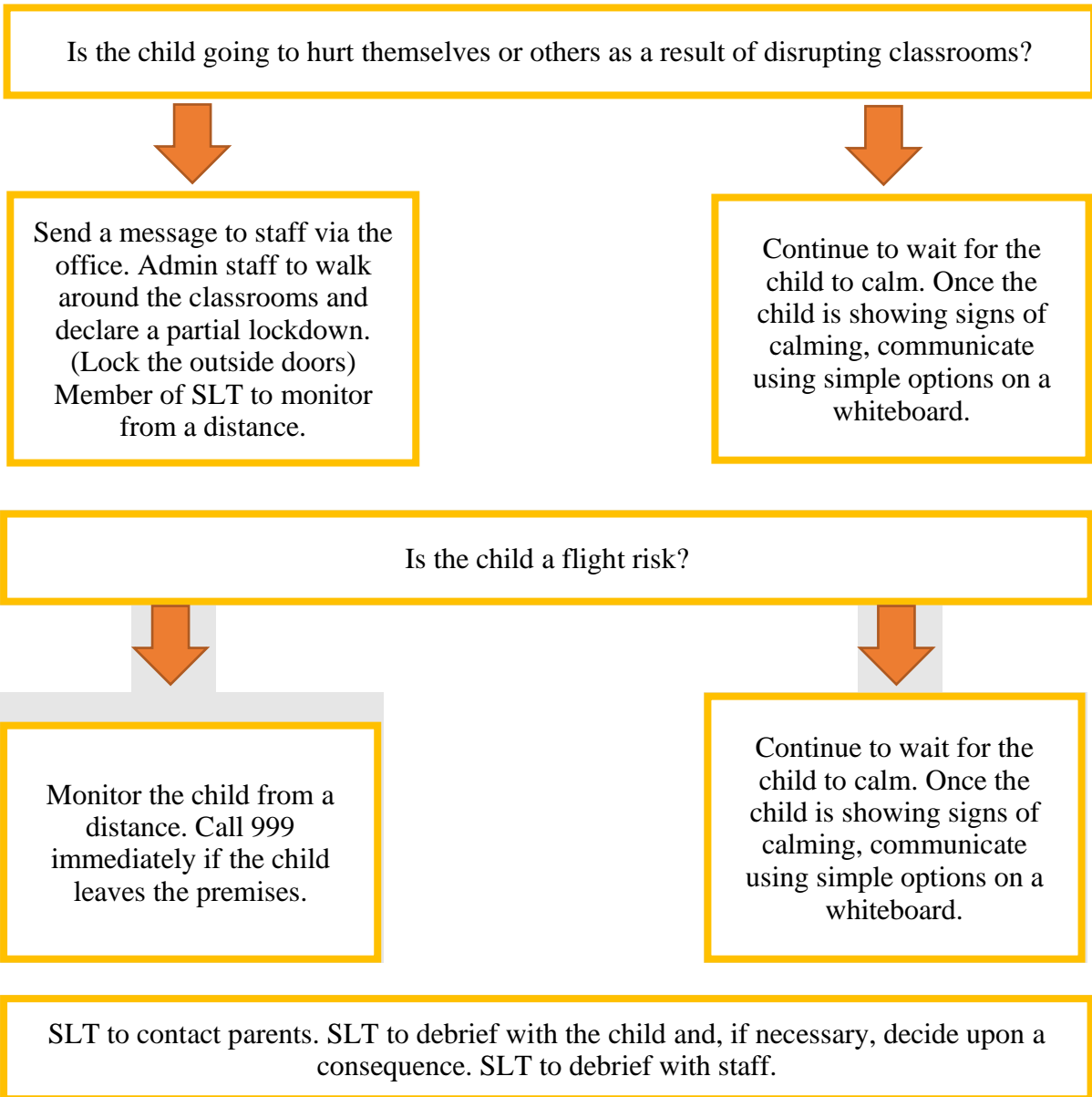


- Child Protection and Safeguarding Policy
- Learning Policy
- Exclusion Guidance for Surrey Schools
- Physical Contact and Intervention
- All Curriculum Policies (including the Educational Visits Policy)
- Single Equality Policy
- Admissions Policy

## APPENDIX A EXTREME BEHAVIOUR PROCEDURE

In the event of extremely disruptive behaviour from a child, the following procedure should be followed:









**Reactive interventions to respond to adverse outcomes** (*How will we respond if the behaviour continues to escalate? If we need to touch or hold a pupil, what is the least restrictive intervention?*) :

- Tell the pupil calmly but firmly to leave the classroom
- Remove others
- Maintain a clear and safe distance but continue to monitor
- Call for assistance
- Allow the pupil time and space to calm down
- Make changes to the environment to minimise the impact of the behaviour
- Clear, simple, reduced language
- Reduce demands
- Use the least restrictive strategy for the least amount of time needed