

The Promotion of Positive Behaviour Policy

Croyland Primary School

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Contents

Governors Written Statement of Behaviour Principles	4
Policy Formation and Consultation Process.....	5
CPS's Behaviour Curriculum	5
Playground Etiquette:.....	6
Roles and Responsibilities with regard to the Promotion of Positive Behaviour:	6
The role of Senior Leaders:.....	6
The role of teachers and staff:.....	7
The role of Governors:	8
Working with parents/ carers.....	8
Responding to Good Behaviour.....	8
We believe it is important to place a high profile on individual praise and reward expected behaviour – it becomes a teaching tool to encourage and motivate others. Appreciation is always a better motivator than control. School staff use a range of strategies to do this that fall within the Croyland Way and that are personalised to the needs of the children in their class.	8
Sustaining Positive Behaviour	9
Behaviour Support Team	9
Restorative Practices	9
Pastoral Support	9
Calm Rooms	9
We have two calm rooms (regulation spaces) within the school.....	9
Reduced Timetable.....	10
Behaviour expectations for pupils with Special Educational Needs and Disability (SEND).....	10
Behaviour in Foundation Stage.....	11
Stepped Approach in Practice.....	11
INFRINGEMENTS OF THE CROYLAND WAY	12
Responding to Incidents of misbehaviour- The law:.....	12
The most common sanctions used include:	13
• a verbal reprimand and reminder of the expectations of behaviour;.....	13
• the setting of written tasks such as an account of their behaviour;	13
• loss of privileges – for instance, the loss of a prized responsibility;.....	13
• detention	13
• school based community service, such as tidying a classroom;.....	13
• daily reporting including early morning reporting;	13
• in the most serious of circumstances, exclusion.	13
Positive handling.....	13
Serious infringements of the Croyland Way	14
Exclusion	14
Measures to prevent bullying in any shape or form.....	15
Curriculum initiatives to raise awareness:.....	16

Parents who believe their child is being bullied 16

Appendix 1: The Croyland Way 18

Appendix 2: Behaviour Incident Form22

Appendix 3: Alleged Bullying Incident Log23

Appendix 4: Systems to address reports of Bullying24

Appendix 5: Bullying Incident Record and Action Plan.....25

Governors Written Statement of Behaviour Principles

The Headteacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a Headteacher. It cannot be delegated

The Governing Body of CPS has agreed a statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to ensure agreement regarding acceptable standards of behaviour and the associated systems and practices to preserve the reputation of the school.

We, the Governing Body of Croyland Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong nurturing relationships that exist throughout the school between staff and pupils, which ultimately leads to the mutual respect that encourages good behaviour.

It is our expectation that school leaders will ensure that high standards and expectations of good behaviour pervade all aspects of school life and that pupils are taught as well as encouraged, to behave well.

Our behaviour principles are based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. Our ethos and associated systems and practices seek to eliminate all forms of discrimination, harassment and bullying.

We are in consensus that our whole school approach must focus on ensuring that every child understands the importance of treating one another with dignity, kindness and respect and we will seek evidence of this in our monitoring.

It is also our consensus that school systems, practices and measures must include, in order to ensure every child's right to an education, personalised responses, targeted interventions and bespoke staff training to ensure that both staff and pupils can thrive and build positive relationships between themselves.

We are in full agreement that on occasions, consequences are necessary to demonstrate which behaviours are not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. We hope, consequences will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

We understand that some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour. We expect leaders to ensure that such pupils receive behavioural support according to their need. When making decisions regarding individuals, the experience of leaders allows us to remain confident that leader's knowledge of the child will balance the needs of the individual with those of the school community and where pupil behaviour places others at risk.

Given the importance of the safety of the individual pupil, the Governing Body supports the right of the leaders to exclude a child where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the Governing Body is supportive of leaders utilising their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

It is our expectation that all school staff will work alongside parents and carers to improve behaviour and to work with community partners when the need arises. We believe this relationship is an important part in building a strong learning community.

Given our duty of care to the pupils within our community, this written statement and policy applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Croyland off-site.

Policy Formation and Consultation Process

This policy applies to all pupils, staff, governors and volunteers working in school. In addition, the policy applies to the children who attend before/after-school clubs and when the school is represented at outside events.

It is available to be read on our school website or through a request to the school office staff.

This policy was developed in consultation with pupils, parents, governors and school staff. Our systems are reviewed annually through a MAID audit completed by both staff and pupils.

CPS's Behaviour Curriculum

THE CROYLAND WAY: Our School Values – Have you got the Croyland Factor?

While some schools seem preoccupied with bad behaviour, others have concerted policies for raising expectations and improving standards. The schools we saw who have such positive policies had seemed to be very successful in creating an orderly and purposeful atmosphere. They had marginalised bad behaviour by promoting good behaviour. The central thrust of our recommendations is towards promoting good behaviour amongst pupils. Elton Report 1992

Our behaviour curriculum was created in discussion with pupils and their teachers. It is a values based approach with has grown out of our pupils' thinking, their voice and what is important to them. At Croyland, our chosen values dictate the remit for the behaviour we expect.

In addition to defining the behaviours expected within our school as values, we employ a pupil voice devised system of sanctions consequences. The expectation is simple; Stay on the 'Croyland Way', which is the 'green way'.

The Croyland Way embeds the values that our pupils and staff believe create and contribute positively to school and their wider community, making them good citizens in the future. Their approach and collective drive has created a community understanding of expectation and an optimistic climate throughout the school. This is because:

- Our pupils chose the values that they believe are important to making a safe and happy school, where they can learn well.
- Our pupils decided upon what they felt were acceptable standards of behaviour under each value, thus there is no dispute about expectation. At Croyland, our chosen values dictate the remit for the behaviour we expect.
- Our pupils are aware that their behaviour will either have a positive or negative response and they are fully aware of what the options are of both. Our pupils learn to take responsibility for their own behaviour – they have a choice – a reward or a sanction.

- The values are displayed clearly throughout the school and are embedded within all aspects of the school day by all staff.
- The values and the language of the values underpin pupil rewards, Croyland cash and class rewards, our cultural capital agenda and our weekly zoomstars assembly. Our behaviour curriculum is the golden thread through Croyland life.
- Our pupils have the opportunity to evaluate and review the strategy on an annual basis. It is their strategy and they reap the rewards of their successes.
- The approach is monitored by various staff members within the school community to ensure that it is consistently and fairly applied by every member of the school community. This enables our pupils to feel confident in this system and thus adhere to it.

Appendix 1 Explains visually how our behaviour curriculum works. It centres upon what successful behaviour looks like, defining it clearly for all within the school community. The values are reinforced in all aspects of school life, rewarded when they become the norm but made clear and given certainty to the consequences of unacceptable or inappropriate behaviour.

Although as a whole school, we have adopted a value based approach to behaviour management (pg 10), some teachers formulate additional, class-specific rules to enable tidy and orderly classrooms.

Playground Etiquette:

Our value system includes all structured and unstructured times of the day however, in addition, to support lunchtime supervisors in managing unstructured time we have a shared playground etiquette. It requires our pupils to:

- Play fairly and cooperatively
- Resolve disputes in a reasonable manner without violence or aggression
- Respond to a member of staff's request the first time
- Communicate and interact politely with each other and lunchtime staff.
- Stop and stand still quietly when the whistle is blown

Roles and Responsibilities with regard to the Promotion of Positive Behaviour:

The role of Senior Leaders:

The SLT are responsible for creating and maintaining an environment that enables teachers to teach effectively, and for pupils to achieve and succeed by keeping this policy under continual review.

At CPS, promoting positive behaviour and managing unacceptable/ inappropriate behaviour is the responsibility of all leaders. It is an expectation that when called upon to support a member of staff, this will be their priority regardless of the work they are involved in. If they are not able to immediately support in person, they will provide support by requesting alternative support or giving advice.

When senior leaders are called upon, if this is not already clear, their focus is to, as quickly as possible, provide support and to gain an understanding of the situation. As a school where nurture and compassion underpins our ethos, and thus all of our daily interactions, a shared

understanding is held that chosen behaviour is a form of communication. To understand the reason behind the behaviour will always be the primary focus of any leaders, as only then will it provide the child with containment to move forward positively in their actions. The child needs to be heard and know that they are being listened to which will be reiterated.

When referencing senior leaders, this includes the Headteacher, the deputy Headteacher and core leadership team. They will be supported by the members of the pastoral team if the child is known to them. The roles are in no particular order of priority:

Leaders will:

- Provide immediate support to pupils and colleagues when required to do so.
- Ensure that weekly behaviour data for identified children is collected in order to build a picture of the child and direct support accordingly.
- Ensure that a member of staff is suitably trained in Nurture Practice and the administration of Boxall Profiles. This member of staff will ensure that Boxall profiles are completed and analysed in order to provide appropriate support.
- Ensure a member of staff is assigned (within the SEMH support team) to ensure all records of unacceptable behaviour are completed correctly so that all incidents connected with the child are recorded on their pupil file.
- Ensure that there are systems and procedures in place for reporting bullying and to provide ongoing support and intervention to those who have been giving and receiving bullying behaviour.
- Ensure that a staff member is assigned to managing playtime and lunchtime detentions and that the reflection and repair carried out in this time is robust.
- Ensure that term on term strategic reporting takes place in order that the terms behaviour and school needs can be accurately evaluated. This then allows the diversion of resources to focus on need.
- Support staff who support children who face challenging behaviour.
- Ensure that the concerns of pupils are listened to and appropriately addressed.
- Ensure that our behaviour analysis is reported thoroughly to the governing body as part of PAW committee meetings.
- Ensure that intervention is arranged where a child's behaviour is impacting on the child's, and others', ability to succeed in their learning.
- Ensure that Individual Provision plans and PHP are a detailed record of the individual needs of a child and the most effective strategies to support them.
- Ensure that pupils undertake a safety survey twice a year and actively respond to the information given.
- Ensure that teachers and teaching assistants are supported in implementing the Croyland Way consistently and fairly.
- Ensure that there is no differential application of this policy and procedures, including on grounds of ethnic or national origin, culture, religion, gender, disability, sexuality or socio-economic status.

The role of teachers and staff:

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour so pupils can learn effectively but ultimately feel safe in their care. By their day to day interactions made clear in their code of

conduct, all staff are teaching and modelling the expected behaviour and the respectful relationships.

All staff are expected to, if it is appropriate to do so, challenge pupils to meet the school expectations and maintain the behaviours described in the Croyland Way, to implement the rewards and sanctions as described and, ensure that there is no differential application of this policy and procedures, including, on grounds of ethnic or national origin, culture, religion, gender, disability, sexuality or socio-economic status. If this was observed, it would be a disciplinary issue.

All staff are expected to record incidents of poor behaviour on the behaviour Incident record (Appendix 2) and in doing so, ensure that the record is a thorough and accurate record of the incident, the investigation and follow up.

All staff are expected to work in partnership with parents/ carers to assist the school to maintain high standards of behaviour in school and provide advice and support where matters of behaviour may be impacting on the home.

The role of Governors:

Outcomes from the strategic analysis of school data are presented to the governing body through the Pupil Achievement and Welfare Committee. Most parental concerns will be resolved at school level between the class teacher and the Headteacher. Parents are informed that they can contact a parent governor if they think the school is not managing the behaviour of a child effectively. The governing body will review and update this policy every two years and assess its implementation and effectiveness.

Working with parents/ carers

A key element to effective leadership of behaviour is engagement with parents. Parents will always be informed by the class teacher, at the earliest opportunity, of any significant concerns about a child's behaviour through face to face contact or a telephone call. All conversations will be recorded through email, copied onto the pupil SIMS file/paper file and sent to all of those involved with working with the child. Calendar dates will be shared at any parental meetings in order to ensure parental concerns are timely reviewed.

Responding to Good Behaviour

We believe it is important to place a high profile on individual praise and reward expected behaviour – it becomes a teaching tool to encourage and motivate others. Appreciation is always a better motivator than control. School staff use a range of strategies to do this that fall within the Croyland Way and that are personalised to the needs of the children in their class.

- Smiles, praise and encouragement, stickers and stamps
- Sharing work with the class, another class, teacher or Headteacher
- Earning class rewards with Croyland Cash/ Beans
- Earning Value points as part of receiving their Bronze, Silver, Gold school award
- Celebrating pupils' work in our zoomstars assembly
- Sharing work and progress with parents and displays in and around the school
- Phoning/Texting home throughout a challenging day for parental support and motivation.

Sustaining Positive Behaviour

We apply the principles of Nurture in that all behaviour is deemed as a form of communication. By establishing nurturing role models and systems, we hope to alleviate some pupil anxiety and behaviours before they escalate and impact on others.

We provide several avenues of support for pupils experiencing difficulties managing their behaviour. These are listed under the blue headings below.

Behaviour Support Team

At Croyland Primary School, we have invested in a Behaviour Support Team. The purpose is to provide support to all pupils and intervene prior to unwanted behaviour escalating, through supporting choose time or facilitating a range of interventions. They also provide a daily “on call” system in response to need.

Restorative Practices

The Behaviour Support Team enables restorative practices to be embedded into our behaviour strategy. The process of restoration and reconciliation includes:

- Understanding what was wrong
- Remorse
- Discussion
- Resolution
- Learning for the future
- Actively restoring the bad feeling.
- Reviewing within various timescales the support that has been provided

Pastoral Support

As part of our Maslow Ethos, a pastoral team is part of Croyland’s day to day offer. The team provide various interventions that can get to the bottom of emotions causing the unwanted behaviours.

The pastoral team, alongside those working within the behaviour support team, provide:

- Pupil support systems e.g. target setting, daily drop-ins and choose times.
- Small group and 1:1 interventions e.g. Drawing and Talking/ special play based on Strengths and Difficulties Questionnaire (SDQ) assessments
- Referrals - External support through EHA/ Educational Psychologist, Independent Services e.g. Jogo

Calm Rooms

We have two calm rooms (regulation spaces) within the school.

The aim of the calm rooms is to provide a safe space for children to de-escalate enough to enable them to return to their classroom and continue with their learning. The Calm Rooms can be used in one of two ways.

A child who is finding it difficult to manage their behaviour appropriately in the classroom and requires a ‘safe place’ can either be directed by an adult to spend some time in one of the calm rooms or can choose to take themselves to one of the calm rooms (with an adult) The rooms are padded and has a split level door for the child to be able to see out of. The adult must always assist the child and can either be in the room with the child or stood outside with the door open.

The door does not have a lock and the handle is NEVER held. The child is free to leave the room at any time they choose. They must never be forced to the room or taken there when they are in a heightened state. The time spent in the room is recorded and an adult monitors the child closely.

Reduced Timetable

As an alternative to exclusion, if a child's behaviour is so challenging that full-time education is too much for the child to cope with at that time, a reduced timetable may be considered. If it is decided that a reduction in the number of hours at school is in the best interests of the social and emotional needs of the child, a reduced timetable plan will be implemented and Education Inclusion Partnership Team involvement will be required through notification (EIPT).

Such plans are kept under weekly review and the child will be returned to full-time education as soon as their behaviour allows them to. Through containment and behaviour management strategies, we hope that this will be no longer than an eight-week period. It is a short term intervention, carefully monitored for positive outcomes.

In all cases of a child having a reduced timetable, the accompanying reintegration plan is shared with the parents, carers and child at the start of a new week and with (EIPT).

IPP

All children have a right to an education in a school. Staff at CPS are relentless in their focus on facilitating a provision for those children who find the routine and rigour of school life challenging, and whose behaviour may be detrimental to the learning of others. Where there is such a need, an individual provision plan will be put in place. This makes clear the "additional to and different from" provision that the child receives. These are reviewed termly with successful strategies shared within the team around the child.

An Individual Provision Plan will include:

- A description of the problematic behaviour and action plan for Containment and Behaviour Management.
- Strategies in place to manage the unwanted behaviour
- The recommendations from Baseline Assessments: Boxall Profiles/ Pastoral Assessments
- Positive aspects of child
- Date for Review

A copy of the IPP is shared with other staff members involved with the child so that all staff are fully aware of the provision and support they need to provide within their interactions with the child. Where appropriate, a Positive Handling Plan will also be completed. ALL documents related to the behaviour of a child are stored on the SEN Hub

Behaviour expectations for pupils with Special Educational Needs and Disability (SEND)

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. We have adopted a three step process of Containment, Behaviour Management and Maintenance to support such children and prevent them being excluded for a fixed period or permanently. Each step must follow in order:

1. Contain:

To contain a child requires the adaptation of our school provision; – Curriculum/Timings/Shortened Day/Nurture, to enable the child to feel emotionally safe at school. The norm must be altered to allow the child to feel containment and for other children, within the class or the close network of the child, to feel safe.

2. Behaviour Management:

This refers to the rewards, sanctions and systems for behavioural success that are put in place. These are personalised to ensure that the child is able to succeed. The length of time required to contain and behaviour manage a child will vary from child to child, as may the school provision provided for the child.

3. Maintenance:

Behaviour can only be maintained over the long term, if steps 1 and 2 have taken place. This is the final stage that is aimed for, and will take varying amounts of time to achieve depending upon the holistic needs of the child. This three step process is based fully in inclusive practices and support for the child’s emotional wellbeing throughout. Staff and parents will be made aware of the strategies for containment and behaviour management in these cases.

These children may be given additional support and strategies to manage their behaviour which may be recorded on a IPP.

Behaviour in Foundation Stage

Be Ready	Be Respectful	Be Safe
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These core values encompass all that we expect of our pupils. By being few enough in number and uncomplicated, they are straight forward for all pupils, staff and parents to internalise. They also act as a logical pre-cursor for the values children will adopt as they progress throughout the school.

These values will be discussed and explored in the early weeks of induction, and then regularly throughout the year. They are interwoven in to our PSED curriculum. We do not expect children to start school having already mastered these values, and understand that it is our responsibility to teach children how to display these behaviours.

All staff are expected to reference these values in all interactions with children about behaviour, whether that be positive recognition, or where staff are challenging undesirable behaviours.

Stepped Approach in Practice

The approach is built on the principle that the adult for whom is responsible for the child at the time, is also responsible for responding to their behaviour. Passing the child over at this critical stage should be avoided and works against the certainty you are aiming to create. A calm and measured approach from the adult is part of building a lasting and secure attachment. **Never take your hand away.**

Consequences should be used selectively, and be relative and relevant to the rule break. Eg. repair damaged property, restorative action to peers, a short period of time out. Staff are trusted to be autonomous and proportionate in their decision making.

INFRINGEMENTS OF THE CROYLAND WAY

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Staff must all consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in part 1 of Keeping Children Safe In Education, staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to Incidents of misbehaviour- The law:

All staff can sanction pupils whose conduct falls below the standard which is expected of them.

A sanction will be lawful if it satisfies the following three conditions:

The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;

The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and

It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment by school staff is illegal in all circumstances.

Sanctions have been identified on the Croyland Way which match the most common behaviours. All behaviour incidents must be recorded on a behaviour Incident form. This includes the sanction given and details of contact with parents. The information is uploaded onto SIMS (our school MIS system) to provide an in depth profile of the child in school.

The most common sanctions used include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention
- school based community service, such as tidying a classroom;
- daily reporting including early morning reporting;
- in the most serious of circumstances, exclusion.

A detention is the most commonly used sanction at CPS. It is used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go out to break or walk home at the end of the day. This process is well known to all pupils and staff. Whenever a detention has been issued, it is up to the class teacher to inform the child's parent/carer.

Teachers may issue after school detention to pupils in Years 2 - 6 for a more serious breach of our value system. Parental consent is not required for this. However, parents will always be informed and negotiated with to ensure the date and time is convenient to family arrangements and more importantly, ensure safe going home arrangements. It must be noted however, parents cannot legally over-rule the school's decision **Detentions after school will not pose a safeguarding risk to the child or provide unnecessary challenge to the family.**

Lunchtime detentions do not need advance notice, unless the child normally goes home for lunch. A member of the Behaviour Support Team facilitates lunchtime Reflection Time in a room central to all year groups. During reflection time of any sort, a Behaviour Thinking Activity is completed.

With lunchtime detentions, notice does not have to be given to parents, but children must be given reasonable time to eat, drink and use the toilet.

Break time reflection time is used for minor inappropriate behaviours. This is administered by the Behaviour Support Team in the Hub. For KS1 children, the detention length is the number of minute's equivalent to the child's age. They may deem that time out in class is more appropriate depending on the child/situation.

Positive handling

As a last resort, school staff can use reasonable force to control or restrain a pupil, if after using all the de-escalation strategies available to them, the child remains a risk to themselves, others or school property. Please refer to the Policy for Positive Handling for further details.

If a child is identified for whom it is felt that positive handling is likely, then a Positive Handling Plan (PHP) will be completed. This plan will help the child and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that

indicate foreseeable behaviours that may be developing. A PHP for an individual pupil should be seen as an integral part of the whole process of education and care, and as a means by which to promote inclusion.

Serious infringements of the Croyland Way

On rare occasions, a more serious incident might occur, such as open defiance, verbal abuse to an adult, vandalism, fighting, violence, theft, racism or persistently not applying our school values. If the supervising adult feels that the regular school consequences are inappropriate for the extremity of the behaviour, the child will be referred to a member of the Behaviour Support Team or a member of the senior leadership team who will investigate the incident in partnership with those staff involved. The child may be removed from the class for a period of time to support all those involved. All such incidents will be recorded and logged onto SIMS by the office. Parents will be contacted by the class teacher.

It may sometimes be necessary to involve outside agencies, such as the behaviour support team (JOGO) or an educational psychologist.

There is no place in our school community for violence, bullying, harassment, vandalism, discrimination linked to prejudice, rudeness or bad language. This will be dealt with severely at the time. If these incidents occur at break times in the playground, the child's teacher should be informed. If children persistently behave inappropriately at lunchtime, parents will be informed, and the child may be asked not to remain in school during the lunchtime period (lunchtime exclusion).

Pupils who are found to have made malicious accusations against school staff will be dealt through a partnership meeting with the pupil's parents and a member of the senior leadership team.

Where damage to school property is caused, if proven to be wanton, the Governing Body will seek redress from those responsible; Croyland Primary School reserves the right to charge for damage. This has been shared with parents through the home/school agreement.

As described above, we have a very clear approach to dealing with behaviour from low to high levels of non-conformity. However, for a serious one-off incident or an accumulation of serious behaviour issues, the school reserves the right to employ any of the sanctions listed in the grey behaviours.

Exclusion

The Headteacher has the responsibility for giving fixed period exclusions for serious acts of misbehaviour. Where a child has had a Fixed Term Exclusion, on their return to school, a Reintegration Plan is written between a member of the SLT, the parents and the child. This is a list of the rules that the child must adhere to on their return to school. These are monitored weekly and in communication with the pupil and their family to ensure positive changes to behaviour are celebrated, if there is a failure to follow these rules, a part-time timetable may be considered.

During a Fixed Term Exclusion, work will be set by the class teacher. The parent is responsible for ensuring their child is not in a public place during school hours and that this work is completed. A reintegration meeting will take place between the child, parent, class teacher and a senior leader. The reintegration meeting makes clear behavioural expectations and any amendments to the child's provision to ensure that the behaviour is repeated.

There may be occasions when an internal exclusion is favoured; in these circumstances, children will spend all or part of their day in a designated time-out room, supervised by a member of staff.

Where resources allow, an internal exclusion may be over an extended period of time e.g. more than a week, with a planned transition back into the child's usual class. The child's IPP will be reviewed and a reintegration plan prepared between school, child and parents. **The school reserves the right to issue a fixed-term or permanent exclusion for serious behaviour issues, without moving through the graduated flowchart of consequences.**

For repeated or very serious incidents, the Headteacher may permanently exclude a child. Local authority procedures will be followed in such a case.

Measures to prevent bullying in any shape or form

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'.

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- emotionally harmful behaviour, such as taunting, threatening, spreading hurtful rumours and excluding people from groups; and
- physically harmful behaviour, such as kicking, hitting, pushing, or other forms of physical abuse.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour. Behaviour is bullying behaviour if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful (emotionally/physically), carried out by an individual or group; and,
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

Bullying is not an argument or disagreement between children, or the breaking up of friends, although this may be the cause of later bullying.

Bullying hurts. It has a deep and long lasting impact on the emotional and mental wellbeing of those who are victims. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who demonstrate bullying behaviour need to learn different ways of behaving.

Bullying behaviour will not be, and is not, tolerated at Croyland Primary School; the impact that it has on social, mental or emotional health is unquestionable.

All reported or alleged incidents of bullying must be recorded on the Alleged Bullying Incident Log (See Appendix 3) which is shared with the Headteacher/Deputy Headteacher and other relevant staff.

What is Bullying? The Croyland definition:

Our school's definitions of bullying were created by our pupils. These are the words that they agreed on.

- Bulling is physically hurting someone because there might be something different about them.
- Bulling is when you carry on hurting people not just on the outside but the inside too.
- Bullying is rapidly hurting someone on the inside and the outside.
- Bullying is not for us to share. It's mean and makes schools sad.

- Bullying is where someone repeatedly makes another person feel unhappy, sad and frightened through actions and words. It is a hate crime.

One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the school's definition of 'bullying'. It is also important to state that our response to bullying applies to the bullying of school staff, whether by pupils, parents or other staff.

Bullying can be:

- Physical e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- Verbal/Psychological e.g. threats, taunts, teasing, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- Racist Bullying e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Faith-based Bullying e.g. negative stereotyping, name-calling or ridiculing based on religion
- Sexist Bullying e.g. use of sexist language or negative stereotyping based on gender
- Sexual Bullying e.g. unwanted/inappropriate physical contact or sexual innuendo
- Homophobic Bullying e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- SEN / Disability Bullying e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- Gifted/Talented Bullying e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- Cyber Bullying e.g. abuse on-line or via text message/phone, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones

Curriculum initiatives to raise awareness:

We continually address the expectation of child behaviours and impact of bullying and the celebration of our unique identities through our PHSE curriculum and weekly assemblies. Children are also taught the many forms that bullying takes. Our children are encouraged to report problems straight away; it is reiterated that if a bully is not challenged they may carry on. They are also encouraged not to be a bystander. If they experience or suspect bullying, they must tell an adult.

Exclusion from school, initially for a fixed period of time, will be considered if a child is involved in persistent bullying, homophobic bullying, disability bullying, religious bullying and racist bullying or if other children are in immediate danger from the bully.

Our systems and process for reporting, recording, investigating behaviour are made clear in the flow chart below. (See Appendix 3)

Parents who believe their child is being bullied

Parents, who are concerned that their child may be being bullied, or who suspect that their child may be delivering bullying behaviour should contact the school immediately, and under no circumstances should a parent approach another parent as this can lead to distress or conflict.

If it is not the parent/carer reporting bullying behaviour, they will be informed of an investigation of a report and action to be taken.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Exclusion from school, initially for a fixed period of time, will be considered if a child is involved in persistent bullying, homophobic bullying, disability bullying, religious bullying and racist bullying or if other children are in immediate danger from the offending child.

Appendix 1: The Croyland Way



Have you got the C-Factor?

"If we show these values, we will have a happy school. Our learning will be exciting and we will be experts in lots of things."

I would like to thank you all in advance for remembering and showing these values every day and making Croyland a safe and happy place to be.
Miss Deakin




Behaviour (adult reference)			
Behaviour			
The law	Minor antisocial behaviour is when a person causes trouble, annoyance or suffering to a community	Personal antisocial behaviour is when a person targets a specific individual or group	Environmental antisocial behaviour is when a person's actions affect the wider environment, such as public spaces or buildings
Age 16+ (Required)	Disobeying/ preventing/ interfering learning	Disrespectful/unkind/unsafe behaviour towards adults and children	Disrespectful, disruptive behaviour in non-school environment
Yellow	- Hanging on doors - Calling out in class - Intentional interrupting - Reading and making silly noises - Cheating in supervised jobs - Other actions which disrupt class learning - Talking over adults whilst teaching	- Talking late to adults - Invasion of personal space/teasing others without permission - Purposefully leaving classroom out of play and following adult instructions - Pushing in the line - Name calling - Intentionally cheating in games - Swearing - Pulling hair - Spitting/throwing out the classroom and slamming the door - Answering back to adults - Not looking at an adult when they're talking to you	- Littering - Throwing school property, books, pencils - Running down corridors after repeated reminders
Red	- Cheating on a partner - Bullying/teasing/other actions - Leaving the classroom in bad order	- Any form of threatening behaviour - verbal aggression - Purposefully hitting - Swearing - Spitting - Leaving the school grounds and returning to school when asked - Staying	- Hitting/throwing school items - Running down corridors - stairs, tables, lockers - Intentionally drawing fire/smoke in class - Swearing - Fighting others
Grey	- Deliberate - Ongoing Behaviour	- Fighting - Assault - Physical abuse - Physical characteristics	- Damage to property - Theft - Conduct in the community

REWARDS

Green Behaviours


- Individual Value points
- Croyland Cash, beans and pompoms Rewards (Class collaboration)
- Zoomstars Award: C – Factor Celebration
- Spotted Croyland: Anonymous C – Factor Celebration

Croyland Cash, Beans & Pompoms Rewards

Reception- Pompoms 



Years 1 & 2- Beans

Years 3, 4, 5 & 6 

Croyland Cash, Beans & Pompoms Rewards

Good choices earn happy times



Lockers tidy & doors closed	£20	2
Positive praise from Lunchtime Supervisors	£20	2
Tidy environment on request	£20	2
Moving through the school quietly and orderly	£20	2
Line straight, no talking, first time of request	£20	2
A fully engaged lesson	£30	3
Super-efficient hand washing	£30	3
Full set of homework	£30	3
Attendance winner	£100	10
Spelling Shed/TT Rockstars winners	£100	10

Be Respectful

Teacher Voice

We expect you to look after your belongings and the property that belongs to school. We expect you to resolve your disagreements in a calm way.

Pupil Voice

- We must not take things that don't belong to us. If we want to borrow something, we need to ask first.
- We must not break things on purpose.
- We must look after our school building and not drop rubbish.
- We must not destroy others' work, especially if it is on display in classrooms or corridors.
- We must not hurt anyone's feelings on purpose.
- We should put our belongings in our lockers carefully and put equipment away in the correct place.
- We must respect each others' personal space and keep our 2m distance.

Be Honest

Teacher Voice

We expect you to tell the truth, even if you have made the wrong choices.

Pupil Voice

- We must tell the truth and not cover up what we did wrong.
- We must not tell tales about other children or adults.
- We must not spread rumours about others.

Be Polite

Teacher Voice

We expect you to speak with the good manners you have been taught. We expect you think about how you answer others when you are cross. We expect you to respond to a request the first time you are asked.

Pupil Voice

- If you are very angry and not able to answer politely and you know this, you should always use your safe space in the calm room.
- If someone holds the door, say thank you, don't rush past them.
- We must always ask in a kind way and not just take or snatch.
- We must remember, even if we get cross, to be calm in our actions and words.
- We must put our hand over our mouth when we cough.
- We must always use good table manners.
- We must wait patiently in queues.
- We must always talk to others in a calm polite voice, even if you don't agree with what they are saying.
- We must cough and sneeze into our elbow and use a tissue to blow our nose.

Be Supportive

Teacher Voice

We expect you to actively help one another, whatever the situation may be.

Pupil Voice

- We need to be considerate to each other and help each other with our learning.
- We must let those who ask join in our games and not leave them out.
- If we see that someone is hurt, we must help them by getting help quickly.
- We must look out for, and play, with those who are on their own.
- If we see someone is having a difficult time we must offer to help them or find an adult to help them.

Be Ready

Teacher Voice

We expect you to be on time for everything, with your eyes and ears open for thinking and learning. We expect you to stop and wait immediately when asked to, or go with a member of staff when they ask, without disagreement.

Pupil Voice

- We need to be prepared and ready for what we have to do. This includes having everything in school that we need for the day including our lunch, reading book, Reading Journal, P.E. and swimming kit.
- We need to wear correct school uniform each day.
- We need to be on time for school.
- We must listen to instructions and follow them quickly.

Be Smart

Teacher Voice

We expect you to look smart and be smart in your thinking and learning. This means wearing your school uniform and working hard at everything you do.

Pupil Voice

- We must wear the correct school uniform, which has our name in it.
- We must tuck in our shirt and not stand with our hands in our pockets.
- We must move around the school with our heads held high and our shoulders back.
- We must use our learning heads at all times and try our hardest.
- If we have a problem, we must tell an adult.
- We must sit up straight at our desks and sit properly on the chair.
- We must be smart about our actions – don't just copy others, they might be doing something wrong.
- We must make sure we behave in the same way as we do at school on school trips so people know we are smart children.

Be Resilient

Teacher Voice

We expect you all to always give your very best and to keep trying, even if something is tough and is making your brain ache or making you feel a little worried and nervous.

Pupil Voice

- We must try, try and try because eventually we will succeed. This means we must never give up; we should always have a go and cut out the whinging! But if all else fails, ask for help.
- We must challenge ourselves to achieve a little bit more each day.
- We must always have a go, it does not matter if we got it wrong, we can be proud that we have tried and given our best.

Be Creative

Teacher Voice

We expect you to think, plan and make smart decisions. If you have a problem, a challenge or something difficult to sort out, think it through, make a plan, ask for any help you need and have a go.

Pupil Voice

- We must try and solve our problems and any challenges by thinking about what is right and safe to do.
- We should be creative with our homework, take our time and give lots of effort.

Be Global

Teacher Voice

We expect you to think about how you are important to our community, to Wellingborough, the world and, about how you can make a positive difference for the good of others.

Pupil Voice

- We need to have our eyes open to what is going on around us in school, in our community and the wider world.
- We can ask questions and be curious about what we see and hear. The world is a big place of adventure.
- We should try and make our world a better place for everyone in it.
- We should do what ever we can to keep our world strong for us as we grow old. We should look after the world around us.

Be Healthy

Teacher Voice

We expect you to take part in activities that keep your body and mind fit and well.

Pupil Voice

- We will sign up for fitness clubs before and after school.
- We will use positive thinking messages when we get stuck in difficult situations.
- We will work hard to remember hand, face, space and our actions in and out of school to keep us all germ free.

Be Brave

Teacher Voice

We expect you to try new things and challenge yourself every day.

Pupil Voice

- We need to try new things, even if we are nervous.
- We need to have a go by ourselves before we ask for help and have a can do attitude.
- We should talk to new people and make new friends; they may need a friend too.

Did you know?

The age of criminal responsibility in England and Wales is 10 years old. These means that in Year 5 and 6 you are breaking the laws of the land if you engage in any of the behaviours below. You must always think about the impact of the choices you make.

Anti-social behaviour

Disrupting class's learning
Not listening to instructions
Being rude or using bad language and causing disruption
Making school an unhappy place.

Damage to Property

Criminal damage
Jumping on furniture
Breaking other peoples property
Ripping displays off walls

Aggressive behaviour Harassment and Assault

Derogatory language to others
Hitting, kicking, head-butting, spitting, biting
Throwing things to hurt others.

Appendix 2: Behaviour Incident Form

CROYLAND PRIMARY SCHOOL Behaviour Incident Record

Name:		Class:			
Staff member completing Form B & managing incident:		NC Year:	SEN Status:		
Date of incident:		Time of incident:			
Location:		PHP	Yes / No		
Type of incident: Tick ONE box only for MAIN behaviour issue Tick in second subsidiary (SUB.) column for all other behaviours					
	Grey Behaviours	MAIN	SUB	In School	Online
Protected Characteristics	Verbal: Sexual				
	Verbal: Appearance				
	Verbal: Race				
	Verbal: Religion				
	Physical Abuse				
	Assault/Threatening/intimidating behaviour				
Coercive Behaviour					
Assault – Staff					
Conduct in the Community					
Damage – to property					
Defiance – Continuous					
Fighting with intent to harm (aggressive)	Initiator				
	Retaliator				
Theft					
Other (Grey):					
Red Behaviours					
Verbal abuse – to teacher					
Leaving class/school (*please delete)					
Spitting					
Fighting initiated through play/playground choices					
Other (Red):					
Orange Behaviours					
Prevention of Learning Behaviour/Prevention of good order	Insolence (offensive/arrogant/insulting remarks)				
	Defiance (mouthy/refusal to follow instructions)				
	Distraction of Others				
	Lying				
	Lack of regular engagement with home learning				
Other (Orange):					

Please answer these questions:
Did the child have to be physically restrained? YES NO If YES – please ensure the *Bound and Numbered Book* is completed and parents have been informed

*All bullying incidents should initially be recorded on the Alleged Bullying Incident Log or Form BL1, and a copy given to Nina Flack

*All alleged racist incidents should be recorded on the Alleged Racism Incident Log and given to Nina Flack.

Over the age of criminal intent reported to the police (10+)

CHECKLIST

- If you have been hurt (assault, verbal abuse) in this incident, please fill in Form C
- Statement of incident form attached – this must be signed and dated
- Witness statements (if appropriate) attached – these must be signed and dated
- A thorough investigation has been carried out, taking into account everyone's viewpoint

Behaviour Incident Record/ KD / Jan 2023

MAIN ACTION TAKEN (Please tick ONE box only)

	When/How
Detention (Lunch time)	
Detention (After school)	
Restorative Justice	
Behaviour Tracking	
Isolation (internal exclusion) ♦	
Fixed Period ExclusionⓈ	
Other (please state)	

♦ This sanction would be agreed beforehand by Headteacher/Deputy

Ⓢ This sanction can only be given by the SLT/BST

OTHER STAFF DIRECTLY INVOLVED (list other staff involved in box below)

--

BOUND & NUMBERED BOOK REFERENCE

INFORMING PARENTS – INITIAL CALL

Initial Contact - Parents have been informed by:	Who/Date/Time/Parent Response
Face-to-face	
Phone	
Text and follow up phone call	
Email	

FORM SHARED/ REVIEWED BY CLASS TEACHER

Date	Class Teacher's Signature

PASS COMPLETED FORM IMMEDIATELY TO NINA FLACK

STATUS (Tick ONE box only)

- No Further Action
 Ongoing Intervention
 Intervention Required (NF/LD to discuss)

Form Completion Check (NF)	
Bound and Numbered book Check (NF)	

Behaviour Incident Record/ KD / Jan 2023

Appendix 3: Alleged Bullying Incident Log

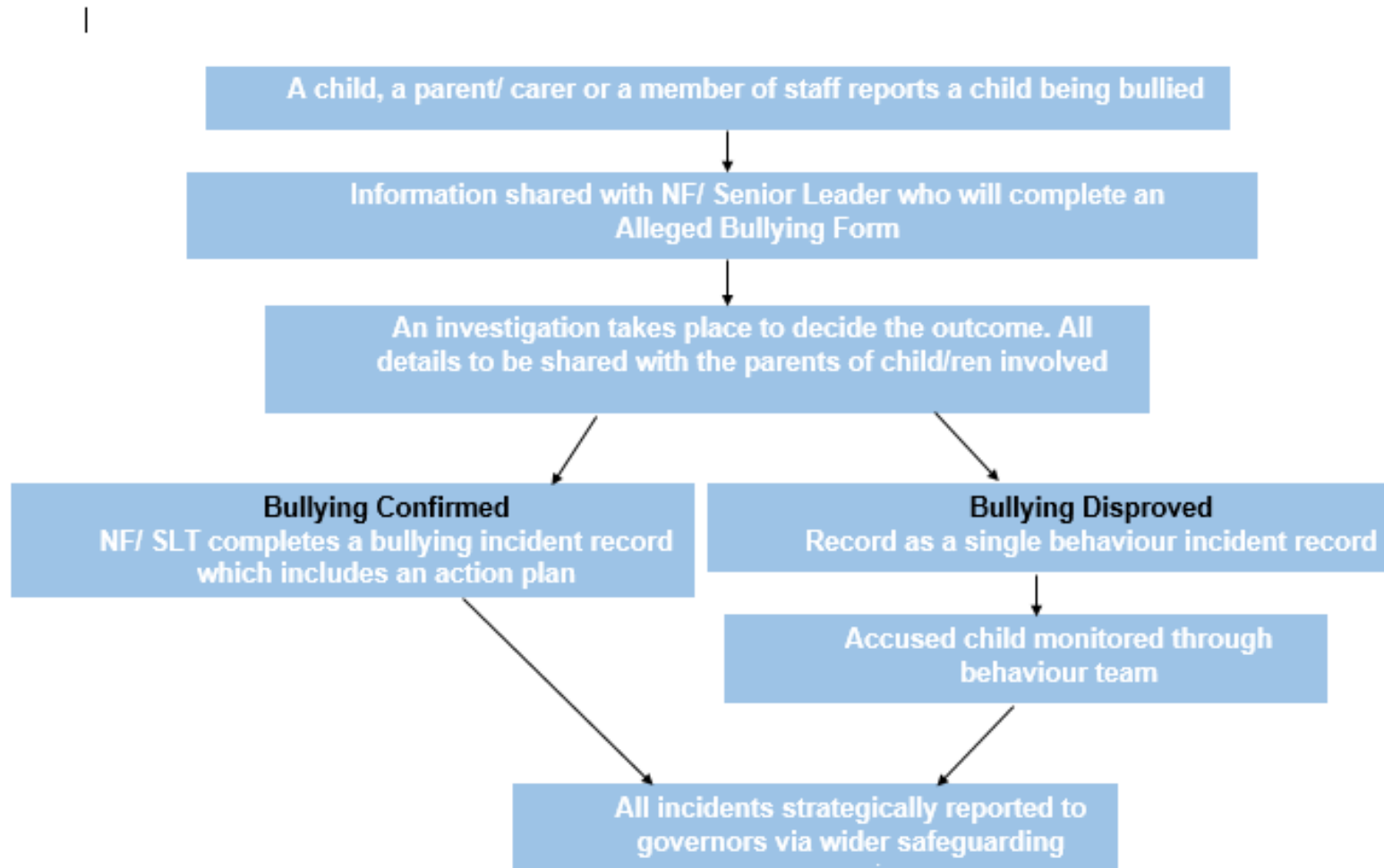
CROYLAND PRIMARY SCHOOL

ALLEGED BULLYING INCIDENT LOG

	Name(s) & Class	
Child/Children experiencing bullying behaviour:		
Child/Children engaging in bullying behaviour:		
Reported by:		Date Reported:
Reported to:		
Details of alleged bullying incident (continue overleaf if required)		
Action Agreed – (please tick one box only): <input type="checkbox"/> No Further Action / Monitor <input type="checkbox"/> Substantiated case of bullying: Complete BL1 form <input type="checkbox"/> Serious behaviour issue <u>but not bullying</u> : Complete Form B <input type="checkbox"/> Minor behaviour issue – warning given		The action agreed must be a <u>joint decision</u> between two staff members. Signed _____ PRINT NAME: _____ Signed _____ PRINT NAME: _____
It is essential that the child who has experienced the bullying behaviour has been spoken to about the agreed actions. Please comment on this outcome:		
<i>Please pass this form to Nina Flack</i>		

Appendix 4: Systems to address reports of Bullying

Systems to address reports of Bullying



Appendix 5: Bullying Incident Record and Action Plan

BULLYING INCIDENT REPORT AND ACTION PLAN

Date of incident: _____ Form completed by: _____

Name/s of child/ren being bullied: _____ Class: _____ Name of person reporting the incident: _____

Location of incident/s: *Circle all that apply*
 CLASSROOM PLAYGROUND TOILETS CORRIDOR FIELD
 OTHER (please specify) _____

DEFINITION OF BULLYING: Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DCSF 2007 Safe to Learn, publication)

DETAILS OF PEOPLE INVOLVED (Add another sheet if necessary)

NAME	GENDER	CLASS	ROLE IN INCIDENT W= Witness B= Bystander T= Target O=Offender	LEVEL OF INVOLVEMENT *	Involved in a previous incident		
					Yes	No	Don't know

* Levels of involvement: 1 = very involved 2 = involved 3 = slightly involved 4 = indirectly involved

DETAILS OF ALEGED INCIDENT (including views of those involved and events leading up to the incident)

1

TYPE OF INCIDENT (Tick all that apply)

<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Graffiti	<input type="checkbox"/> Indirect verbal abuse eg, spreading rumours/ nasty notes
<input type="checkbox"/> Deliberately excluding	<input type="checkbox"/> Related to appearance/ health	<input type="checkbox"/> Extortion
<input type="checkbox"/> Verbal abuse eg, name calling/ teasing	<input type="checkbox"/> Abuse of personal property, eg, damaging or taking possessions	<input type="checkbox"/> Racial
<input type="checkbox"/> Texting/ emailing (cyberbullying)	<input type="checkbox"/> Threat/ incitement	<input type="checkbox"/> Faith-based
<input type="checkbox"/> Homophobic	<input type="checkbox"/> Related to SEN disability	<input type="checkbox"/> Other _____

FREQUENCY AND DURATION OF BULLYING BEHAVIOUR

<input type="checkbox"/> Once or twice	<input type="checkbox"/> Persisting for more than two months
<input type="checkbox"/> Several times each week	<input type="checkbox"/> Persisting for more than a year
<input type="checkbox"/> Intermittent over last few weeks	

CHECKLIST

<input type="checkbox"/> Checked for incidents involving same person	<input checked="" type="checkbox"/> Behaviour incident log completed	<input type="checkbox"/> Action agreed with child being harmed
<input type="checkbox"/> Notified parents/carers	<input type="checkbox"/> Reported to Headteacher	<input type="checkbox"/> Action agreed with child doing the harm
<input type="checkbox"/> Individual discussions with people involved	<input type="checkbox"/> Medical treatment required	<input type="checkbox"/> Notes and other comments are included
<input type="checkbox"/> Discussion with the group of people involved	<input type="checkbox"/> Police involvement	<input type="checkbox"/> Referred to other agencies
	<input type="checkbox"/> Follow up date set _____	<input type="checkbox"/> Specific report from staff attached

DETAILS OF ACTION AGREED WITH PEOPLE INVOLVED (and parents/carers)

Child being harmed	Child doing the harm

PLEASE RETURN TO HEADTEACHER

2

Please retain a copy for your records

FOLLOW-UP REVIEW DATES:

Completed by: _____ Date: _____

OUTCOMES OF FOLLOW UP AND FURTHER ACTION TAKEN

Has the bullying stopped?			
Who	YES	NO	Outcome

3