



## **Crofton Infants' School** **Positive Behaviour Policy**

### **Aims**

We aim to create an environment, which expects and promotes positive behaviour as the basis for effective learning.

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- To raise children's self-esteem and
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.

Here at Crofton Infants' School we believe that all the children and staff have rights. However, with these rights come responsibilities.

### **Rights**

You have the right to:

- Feel safe in school, emotionally and physically
- Be treated with respect
- Be treated fairly
- Have your opinion heard
- Learn without interference from others
- Expect an apology when you are treated unfairly

### **Responsibilities**

You have a responsibility to:

- Make others feel safe in school, emotionally and physically
- Treat other people with respect
- Be fair in how you do things
- Look after borrowed equipment
- Ask when you need to borrow something to do your work
- Listen to others when they express their opinion and consider their point of view
- Express your opinion calmly and politely
- Abide by the decisions made by adults in charge
- Let everyone else learn without interference from you

- Understand and accept that all people make mistakes
- Apologise when you treat others unfairly
- Give your best effort and be ready to learn at all times

### **School Rainbow Rules**

The school rules are there as a framework for the Rights and Responsibilities

**The School's 6 Rainbow Rules for all the children are:**

1. We are gentle; we do not hurt other people
2. We are kind and helpful; we do not hurt others' feelings
3. We work hard; we do not waste ours or other people's time
4. We look after property; we do not damage things
5. We listen; we do not interrupt
6. We are honest; we do not cover up the truth or tell lies

### **Routines**

At Crofton Infants' School we believe it is important to recognise the difference between rules and routines. The rules (as listed above) provide a positive framework to foster school spirit and develop effective learning. Routines however help our school to run on a day-to-day basis and help the children to know how things are done.

At Crofton Infants' School it is important that all teachers, teaching assistants, Lunchtime supervisors and helpers follow the School's Rainbow Rules and have the same expectations of children. It is however also important that certain routines are upheld by all.

These include:

- At the end of lunchtimes and playtimes, all children to stand still and quiet when the whistle blows and walk quietly into their class or into line when told.
- Accessing water bottles – All staff to allow access to water bottles, using discretion so that it does not disrupt learning. Water bottles to be filled by children in their own time.
- Teachers(HLT/TA) meet children at the door at the start of each day to say hello.
- After break/lunch. Those on duty/Lunchtime supervisors line the children up to be met by either the teacher or support assistant.
- Toilets during lesson time – at the teachers' discretion.
- Lunchtime supervisors' communication with teachers about lunchtime incidents - to take place briefly and not to impact on teaching and learning time.
- Children accessing/using resources – children will always tidy up after themselves and put resources where they belong. Adult in charge to check this has been done correctly.
- Movement around school – We all walk.

### **Rewarding good behaviour / work (Positive Consequences)**

At Crofton Infants' School we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

We use the following positive rewards: -

- All staff congratulate and praise children on a regular basis and children are encouraged to praise each other.
- In all year groups all children start each day on the rainbow, which moves to the sunshine if their behaviour is outstanding.
- Good work will be celebrated in class and the child may show their work to another teacher or the Headteacher.
- Each week we celebrate effort and achievement in the school's celebration assembly. Children in each class receive certificates for good work or behaviour, or to acknowledge acts of kindness or good manners.
- The school acknowledges all the efforts of children, both in and out of school, during celebration assembly.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be taken into account and measured against their previous performance rather than against that of other children in their class. Progress in children's behaviour should be acknowledged.

### **Sanctions (Negative Consequences)**

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. However, if a child is choosing to display a negative behaviour, we use the language of choice. This makes it clear to all children and adults the consequences of their choice and the next steps if they choose to keep displaying a negative behaviour.

### **Language of Choice**

1. Describe what you see to the child (often they might not even realise they're doing it!) and **remind** them of the behaviour you expect.
  - Peter you're talking and I'd like you to sit up, look at me and listen
  - Anna you're fiddling with a pencil and I'd like you to turn to your talk partner and discuss the question on the board.
2. If they continue to do something they shouldn't give a verbal **warning**:
  - Peter you're talking, you have had a reminder this is now a warning if you continue you will leave the classroom and go to the parallel class.
  - At this stage the child will move their name to the 'cloud' as a visible reminder
3. If the behaviour continues the child will be removed from the classroom and work in the parallel class for a short time. Interventions will be put in place for persistent negative behaviour patterns. In early years the child will move their name to the sad cloud and have three minutes 'time out'. In KS1 they will move to the sad cloud and the class teacher will decide on the most appropriate consequence.

## **Bullying**

### **Definition of Bullying (This includes cyber bullying)**

Bullying is persistent or repeated behaviour that causes someone to feel unhappy or less valued. Bullying can be physical, verbal or emotional aggressive behaviour or intimidation towards another person.

Bullying is deliberate hurtful behaviour and repeated over a period of time.

**“However if two children of equal power or strength have an occasional fight or quarrel, this is not bullying”. (DfE)**

Cyber bullying is persistent, deliberately hurtful behaviour, which causes distress to others using various modern day technologies such as text messages, voicemails or social media sites.

Bullying can be a very traumatic experience and can have serious consequences for all those concerned – not only for the victim(s) of bullying and their family but also for the perpetrator(s) and their family.

Bullying can take place in a variety of circumstances and can involve individuals, including vulnerable or minority groups.

At Crofton Infants' School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously and the appropriate action taken to deal with the bully and help for the victim. The school follows the Waterton Academy Trust Anti-Bullying Policy.

### **Serious incidents**

In the case of repeated and continual bad behaviour, especially that which may cause serious disruption or the child, staff and other children to become unsafe the following may be considered:

- A meeting between parents and the Headteacher
- The child may be placed on a behaviour log to closely monitor and attempt to improve behaviours
- In exceptional circumstances the child may be excluded from activities or an off site visit where we cannot guarantee the appropriate and safe behaviour of the child. Where a child does not go on an educational visit they will still be expected to attend school.

In the rare event of extreme, persistent or unacceptable behaviour which may put the safety of staff and other pupils at risk, the procedure for exclusion may be put into operation. **(See Waterton Academy Trust Exclusion Policy).**

### **Children with known challenging behaviours (Links to SEN and Adverse Childhood Experiences) (See also Safeguarding & Child Protection Policy)**

Some children attending our school may display challenging behaviour linked to a Special Educational Need (SEN) or if they are suffering or have suffered from an Adverse Childhood Experience (ACE). If a child is identified with SEN or ACE, a meeting will take place between school and parents/carers. The meeting will be held with the Headteacher and the Special

Educational Needs Co-Ordinator (SENCo). Our school behaviour policy and positive handling policy will be explained to parents / carers. If required, the child will have in place an individual risk assessment, which will be agreed and signed by parents/carers. A child identified with significant SEN or suffering from an ACE, may require alternative rewards and sanctions to be put in place, or even a separate curriculum or timetable, in order to meet their needs. This will be agreed between the class teachers and the SENDco. Whole school staff training will be provided, which will lead to agreed trauma-informed interventions that may help to mitigate negative outcomes. Adverse childhood experiences (ACEs) are traumatic events occurring before age 18. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence. Behaviours that some children with ACEs may display (although not limited to).

- Fight or flight response (always on stand-by)
- Quick to anger, to sadness and "learned helplessness"
- Short attention span
- Problems concentrating at school
- View of the world as a dangerous place
- Mistrustful of adults and other children
- Feeling of inadequacy/ lacking confidence
- Lack of self-belief/ lack of self-motivation
- May be over-dependent upon opinion/ support of others (preoccupied)
- May reject support from others (dismissive)

### **Utilising the services of appropriate outside agencies when required**

The following agencies will provide practical assistance and advice if needed.

- The Educational Welfare Officer (EWO)
- The Educational Psychology Service (EPS)
- The Special Educational Needs Support Service (SENSS)
- The Behaviour Support Service (BSS)
- The Learning Support Service (LSS)
- The Community Police Officer

### **Links between challenging behaviours and signs of abuse**

At Crofton Infants School we are aware that challenging and repeated negative or anti-social behaviours displayed by children can often be the signs of abuse. This could be child on child abuse or abuse by an adult. We are therefore vigilant as a staff to monitor behaviours and log any patterns or concerns in line with the safeguarding and child protection procedures in school. (See also Safeguarding & Child Protection Policy).

### **The role of the class teacher/ support staff**

- It is the responsibility of class teachers and support staff to ensure that the school rules are adhered to and that their classes behave in a responsible manner during lesson time.
- All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each individual child fairly, and implement the classroom code consistently. Staff treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class or when in a supervised group, there should be dialogue between the teacher/ member of support staff and the class teacher should keep a record of all such incidents. In the first instance, the class teacher deals with incidents

him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher and Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the behaviour and progress of each child. The class teacher may, for example, discuss the needs of a child with other agencies as part of termly provision planning meetings

During parent/ teacher interviews, the class teacher periodically reports to parents and carers about the progress of each child in their class. The class teacher may also more frequently contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We outline the school rules on the school website and when appropriate on newsletters informing parents of any changes. The school expects parents and carers to read and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We aim to provide a supportive dialogue between the home and the school, and we will inform parents and carers immediately if we have any serious or sustained concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If this is not resolved the school Governors can be contacted. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of Governors**

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the Governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher may record minor classroom incidents. The Headteacher may keep note electronically of those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Governing body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing body receives recommendations on how the policy might be improved.

Name	C Holloway
Designation	Executive Headteacher
Signature	C Holloway
Approved by	ASC
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Next Review	September 2026