



Discipline and Behaviour Policy

2023-24

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

1.Early Years Foundation Stage Behaviour Policy

At Cromwell Learning Community Multi Academy Trust, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the wellbeing and welfare of others.

We work hard to foster good relationships between all staff, pupils, parents/carers and the wider community. We actively welcome parental involvement and always encourage open dialogue.

Aims, Objectives and values

We aim to support the implementation of this policy throughout the academy by laying the foundations that promote good behaviour and the development of self-esteem through good early years practice. The aim of this policy is to provide guidance for all staff, pupils and parents/carers.

Staff

- to establish a consistent approach towards learning and behaviour;
- to provide support for one another through discussion and implementation of a common approach;
- to clarify the procedures for promoting good behaviour and for dealing with problems.

Pupils

- to help children to become responsible
- to establish orderly patterns of behaviour through self- discipline;
- to recognise the value of cooperation and friendship;
- to understand and be involved in the development of appropriate rules;
- to be treated as individuals, respected and cared for to develop a positive self-image;
- to be aware that choices can be made.

Parental Partnership

- to understand and support the policies of the EYFS with regard to learning and behaviour;
- to work together with the school to support the needs of their child;
- to seek appropriate advice and support regarding children with special needs;
- to support the children's learning to help them achieve their full potential.

Positive relationships

Useful strategies that are used within our foundation stage to build positive relationships

- direct teaching of verbal communication and conversation skills;
- teaching children to express their emotions in an acceptable manner by using appropriate vocabulary and action

- encouraging withdrawn children to communicate their feelings in alternative media, e.g. pictures, puppets, theatre;
- using social stories and plays to illustrate issues, explore feelings and as a springboard for discussion;
- teaching children to listen to each other and ensuring as adults that we are attentive listeners;
- helping children to understand and become increasingly sensitive to non-verbal communication and body language;
- rehearsing social situations with children, individually and in groups;
- providing positive role models;
- developing self-regulation techniques

Positive behaviour is encouraged through many different ways:-

- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We involve parents in establishing rules for appropriate behaviour
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable
- We discuss with children what is acceptable behaviour in all areas of learning and experiences
- We encourage the children to express openly their feelings/likes and dislikes
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children

Expectations

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe one of the most important ways that children learn how to interact with their peers and with adults in our setting, is by observing how adults behave with one another and with children.

The school aims to utilise 'Restorative Justice' principles. Pupil voice is integral to setting and reviewing sanctions – what works and what does not.

Afternoon tea with a member of SLT is a forum for listening and decision making.

We ask adults and children:

- Not to shout (except for assistance in an emergency)
- Not to hurt others feelings
- Not to physically hurt others

- To ask for help if they are being hurt or bullied
- To look after each other
- To look after resources
- To learn ways in which they can keep themselves safe

As adults we aim to:

- Treat each child as an individual and with respect
- Encourage each child to treat others with respect
- Observe each child and continually assess children's well-being
- Understand the context in which each child is growing up
- Work closely with parents and listen to them and discuss their child's needs with them
- Work closely as a team and communicate about children's individual needs
- Speak kindly to each other, and with children
- Work with colleagues from other agencies in the best interests of each child
- Pay particular attention to transition period for children – as they come into nursery, within nursery and as they prepare to move on to reception classes in school
- Offer real choices to children
- Acknowledge children's difficult feeling with them e.g. anger and hurt
- Acknowledge the needs of quiet withdrawn child as well as the outgoing child
- Encourage children to talk about behaviour they do not like and to say how they want to be treated

Rewards and sanctions

A system of sanctions is part of this policy so the children are clear as to what is acceptable and unacceptable behaviour and staff can be consistent in the way that unacceptable behaviour is dealt with. It is important that all staff follow the behaviour policy, to ensure that it is consistently and effectively used. This allows the children to feel that they have been treated fairly.

Rewards

We believe that praise and public celebration within the setting is the most effective way of rewarding effort and appropriate behaviour. In this way children are developing self- control, over their actions and behaviour and they have no confusion over the reason why they must behave in an appropriate way.

Sanctions

- When sanctions are necessary, it is important to be fair and consistent;
- it is important to protect the relationship with the child and to protect the child's self- esteem by criticising the behaviour and not the children

Practice and procedure to deal with inappropriate behaviour

1. Problem solving approach to resolving conflict
2. Asked to move away from an activity
3. Time out- 3-5 minutes (depending on age)
4. Reflection with the support of an adult on the incident
5. An apology to be made if appropriate

If a child persists with their inappropriate behaviour or if a child has been aggressive or violent towards another child or adult, a member of the senior management team or the head teacher will be informed and they will become involved in dealing with the situation. At this point a bespoke program is established involving the school and the parents to do the best for the child.

The victim of an incident is always considered, and every effort is made to ensure that they feel that a situation has been successfully resolved. Their parent/carer is informed of any incident affecting their child.

Parent/carers are kept informed about any concerns that we may have regarding their child's behaviour, primarily through informal regular dialogue with the nursery/class teacher.

It is important at each stage that the sanctions are explained to the child and that they are aware what will happen next if they do not adjust their behaviour.

Documentation of Incidents

If inappropriate behaviour is considered to become an issue with a child, staff will record incidents in the behaviour log. This will be a confidential document and kept in a safe secure place.

2. Key stage 1 and 2 Behaviour Policy

Policy statement:

Cromwell MAT is committed to working closely with pupils, governors and parents to promote high standards of behaviour and to secure an effective learning environment.

The school policy must be understood and supported by everyone; pupils, parents and staff, including ancillary and supervisory staff. This will give the pupils the security of a consistent, whole school approach to behaviour management.

Our high expectations of behaviour will apply at all times, with all people and in all places, not only during the school day but beyond, in the wider community and whilst online.

The policy acknowledges the school's legal duties under the Equality Act 2010 and reflects advice from the Department for Education in terms of:

- Behaviour and discipline in Schools
- Use of reasonable force in schools
- Special Needs and Disability Code of Practice
-

The policy will:

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

Aims

The behaviour policy's aims are such:

(a) All pupils will have the opportunity to develop as confident, self-assured learners, within a secure, safe and healthy environment, whereby, effective teaching and learning may take place.

(b) An environment is created where all children can enjoy and achieve their full potential and make a positive contribution to school life.

(c) Pupils recognise their role within the community and behave responsibly at all times, showing consideration, courtesy and respect to others.

(d) Pupils develop a sense of self-respect and self-discipline, taking responsibility for their actions and possible consequences. Within this, they have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

(e) Pupils are protected from all aspects of inappropriate behaviour including bullying (cyber-bullying and prejudice-based bullying) and exposure to extremist ideology, by experiencing a range of educational opportunities which challenge stereotypical thinking and behaviour.

Definitions

Across the MAT, we believe that all children can behave well. Good behaviour is a learned response and our role is to provide a positive environment where high expectations are the norm. We expect children to:

- Maintain good behaviour.
- Be responsible and rational.
- Be positive and courteous to all they come in contact with.
- Work to the best of their ability in all lessons at all times
- Share with peers and adults.
- Take care of property and possessions.
- Move around the school quietly and sensibly.

As such we will actively challenge:

- Disengagement / 'low level' disruption in lessons
- Negative / disrespectful interactions between peers / with adults, at break and lunchtimes
- Repeated breaches of the school rules
- Any form of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is deliberately hurtful; repeated, often over a period of time, and difficult to defend against. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- Racist, sexist, homophobic or discriminatory behaviour, in school, remotely (online) and in the wider community.

Incidents that are deemed more serious will be recorded in the Racist / Bullying log book.

- Fighting
- Theft
- Vandalism
- Possession of any prohibited items e.g. knives or weapons, alcohol and/or tobacco
- Peer on peer abuse

It is important that we recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sexting, initiation/hazing, up skirting, sexual violence and harassment. The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or its significance diminished.

- Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

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

Whole school approaches

Effective learning and teaching is dependent on positive relationships and an understanding of one another's beliefs and cultures. As such our PSHE and Relationships & Health Education provides pupils with the opportunity to discuss a wide range of issues including:

- Mental health and Well-being
- Bullying
- Behaviour
- Teamwork
- Friendship
- Neighbourliness
- Gender
- Bereavement
- Aggression
- Ethnicity
- Radicalisation
- Racism

Children's views are challenged – they are educated to think and behave in ways in which are conducive to a harmonious school community and multi-cultural society.

We will do this by utilising drama/role-play skills by specialist providers Recre8, alongside others, and class based 'Circle Time', each enabling the pupils to explore a range of situations and scenarios. Such activities will subsequently provide opportunities to explore coercive and intimidating behaviour and how to deal with it.

School assemblies will similarly focus on thought provoking, contemporary issues and challenge behaviours in the same vein.

Each class / child has the opportunity to discuss issues or problems through use of **Bubble time**, (KS2), or through their use of the class' **issues box** (KS1 and 2).

Roles and Responsibilities

The Board of Trustees

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for reviewing and approving the policy, alongside its implementation.

The Headteacher

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

Staff

In line with our whole school approach to behaviour, staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately, considering the views and feelings of all those involved
- Participating in transition sessions at the end of the term / academic year with the incoming teacher/new member of staff. To ensure behaviour is monitored and support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term / year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Parents

Parents are expected to:

- Support their child in adhering to the expectations of the school and its behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- House points / Class Dojos
- Half termly rewards for winning house

All children will be allocated to a house team throughout their time at CLC MAT.

The four houses are: Diamonds, Sapphires, Emeralds, and Rubies.

House points are earned by following school rules and can be awarded by all members of staff for a range of reasons:

- Demonstrating a positive attitude to learning
- Working to the best of their ability
- Displaying care and consideration for others
- Showing respect for the environment.

At the end of the week house points will be collected and the winning house will be announced in assembly at the beginning of the following week.

The house with the most house points will receive rewards on a half termly basis and the house that has accumulated the most by the end of the year will receive a reward decided by the School Council.

Further incentives

- **Lining up tickets:** At the end of morning and lunchtime play, classes can be awarded up to 2 tokens for good lining up by the teachers on playground duty. These tokens will be kept in the classroom and at the end of the week will be collected by the Y3 and Y6 class monitor. The winning class from KS1 and KS2 with the most tickets for the week will have 5 minutes additional play at a suitable time in the following week.
- **Behaviour Rewards:** Those children who have modelled good behaviour in line with class / whole school rules will be awarded certificates and prizes for excellent or much improved behaviour. These awards are given on a termly basis. (A maximum of 6 children to be chosen for each 'Excellent Behaviour' and 2 children for 'Improved Behaviour'.)
- **Head teacher Rewards:** Those children who have excelled in all areas of school life will be awarded a certificate and prize each term (2 children per class).
- **Attendance:** Class and whole school attendance is announced each week. Individual certificates and prizes are awarded termly to those children with 100% attendance and very good attendance of at least 97%.
- **Class rewards:** class teachers will have a box of rewards/toys along with certificates for those children who have shown a significant effort in either their work, their attitude or their behaviour.
- **Golden work Assembly:** A fortnightly reward assembly rotates and celebrates 'golden work' and a 'golden child' for each class. The golden child has exemplified excellent or improved attitude to learning. Golden work celebrates a piece of outstanding work for that child in the previous two weeks.

Sanctions

When children fail to follow the rules in the classroom, the following steps need to be taken:

Step	Sanction	Explanation
1	Warning Dot	A child should be awarded a warning 'dot' on their house point chart. If the child turns around their behaviour around the 'dot' can be turned into a 'house point tick'
2	1 cross	If the poor behaviour continues, this 'dot' is turned into a 'cross' losing one house point in KS1 or two in KS2 per cross. This is a warning that if poor behaviour continues they will be spending time at the time out table. Inform children what they need to do to put things right.
3	2 crosses	Children who do not respond to step 2 and receive a second

		cross will spend time at the time out table within the classroom. As soon as possible, at a time appropriate to the teacher, the teacher should go over to the child and try to identify the reasons for their inappropriate behaviour and agree solutions. Where possible the child should not spend the whole lesson at this table. Teachers should use their professional judgement to decide whether a child should spend time in detention (in class).
4	3 crosses	If the child does not respond positively to the Teacher's suggestions and support, he/she should then be sent to a member of the Leadership Team The class teacher will record this in the Behaviour log in detail . Parents should be informed by the teacher/SLT after school.

The action taken by the receiving senior member of staff can involve any or all of the following:

- Talking to the child about their behaviour
- Informing parents of their child's behaviour
- Detention, at break or lunchtime, will be used where appropriate
- Behaviour Programme may need to be identified & initiated
- Child going on daily report
- Repetitive 'low level' disruption to learning will not be tolerated and could result in an internal exclusion to another classroom / work environment.
- Any child that displays **serious** aggressive behaviour will be sent out of class immediately to the Head teacher/Head of School or Assistant Head Teacher; regardless of the number of warnings (if any) he/she has previously received and will spend time out of class.
- Any children who are involved in serious cases of misbehaviour or where restraint is needed, must have a '**STAR Form**' completed by a member of the SLT and class teacher. In all cases of serious unruly behaviour parents will be informed if their child's name has been recorded for serious unruly behaviour.
- Where the above interventions have not worked school will involve Specialist Outside Agencies.

Lunchtime Behaviour

Children who display challenging behaviour at dinner time will be **dealt with initially**, by the lunch time supervisors. This may result in the following actions:

- Verbal reprimand
- Use of Time Out for more serious issues (**up to a maximum of 5 minutes**) with it being formally recorded in the lunchtime log by the dinner supervisor
- Referral to SLT
- If the incident is serious enough e.g failure to respond to the adults on duty and/or behaviour that threatens the health, safety and well-being of themselves or others, a written warning will be given. Children that receive 3 written warnings could face a lunch time exclusion for up to 5 days

Off-site behaviours

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

In determining whether a punishment is reasonable, section 91 of The Education and Inspections act 2006 says *'the penalty must be reasonable in all the circumstances and that account must be taken of the pupils age, any special educational needs or disability they may have, and any religious requirements affecting them.'*

Any child that persists in aggressive or other unacceptable behaviour faces possible exclusion from school in accordance with LEA guidelines.

Behaviour Logs

In response to behaviour issues all year groups (Yrs. 1 – 6) have a class Behaviour Log. The behaviour logs are an important record of children's behaviour and provide essential evidence if outside agencies become involved.

- Each incident is clearly recorded following the headings on the Behaviour Log sheet.
- Behaviour logs are completed by the person dealing with the incident as soon as possible after the incident has taken place.
- If a member of SLT has been involved in the incident this is also recorded in the log.
- Class teachers will monitor the entries in the log to ensure repetitive incidents do not occur.
- An analysis of behaviour logs takes place at the end of each term by SLT and feedback given to all class teachers.

If there is a succession of incidents over a short period of time the class teacher will alert a member of SLT. Where a major incident has taken place, the referral will be immediate and a STAR Approach (Setting, Trigger, Actions, Result) form is completed.

De-escalation

Staff will always attempt to de-escalate a challenging situation, in the first instance.

All staff are familiar with de-escalation techniques, which are kept in the class behaviour log and will ensure that staff deploy these techniques in situations where a pupil has become agitated.

It is important that pupils are able to follow the classroom expectations and engage in lessons appropriately. Classroom management will be key to this.

On a day to day basis, teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Regularly communicating expectations of behaviour
 - Ensuring pupils are supervised at all times during the school day
 - Highlighting and promoting good behaviour through modelling, implicit and explicit messages

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement consistently and fairly throughout the day
- Plan the classroom environment to allow for ongoing supervision, reduce distractions and be aware of possible triggers e.g. transitions, practical tasks
- Use pre-correction strategies
- Teach and reinforce social skills

If a child becomes agitated and as a result is unable to engage fully in the lesson follow the following strategies:

- Remain calm, show empathy. Communicate concern for the child's well-being
- Support the child in becoming engaged in the lesson
- Provide a quiet time out area and allow extra time for the child to complete activities
- Allow for learning breaks

If the behaviour accelerates,

- Remember not to shout, or take the behaviour personally
- Use a calm, but authoritative tone when talking to the pupil
- Avoid invading the pupil's personal space and avoid physical contact
- Refrain from reacting to the child's behaviour. If needed, disengage from the pupil and ask another adult to support the child

If the child's behaviour deteriorates and may pose a safety threat to other students or adults:

- Notify a member of the SLT immediately
- If needed, vacate the classroom to ensure the safety and well-being of the remaining pupils

On the rare occasions when a child is experiencing difficulties **the SLT will implement** a signal system **whereby** the class teacher will send a green hand card to a member of the SLT via the second adult in the classroom / responsible child. This will bring an immediate response from a member of SLT. If the problem occurs at lunchtime a dinner supervisor will send in a red hand signal.

Once the pupil has begun to calm down and the behaviours have decreased, de-escalation should begin:

- Allow the pupil time to calm down, away from the classroom
- The child will be provided with work by the class teacher. This work should be completed with a reasonable amount of effort.
- Once the child is calm, a senior leader will talk to them about their behaviour, focusing on restorative practice
- Sanctions will be applied where necessary

Once the child is calm they will return to class-

- The pupil should be helped to return to normal activities and be given the opportunity to start afresh
- Acknowledge appropriate behaviours
- Encourage and support the child in changing unacceptable behaviours
- A STAR chart will be completed as soon as possible / before the end of the school day

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Following on from the Covid-19 pandemic, some pupils' behaviour may have been affected by their lived experience and/or significant loss or bereavement. Practitioners will be alert to this and ensure referrals are made to SLT / action taken to begin to address personal needs.

The school's special educational needs co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Training

Our staff are provided with 'Team Teach' training on managing behaviour, including proper use of restraint.

Behaviour management is also part of our continuing professional development with the school working in liaison with external agencies i.e Beacon Behaviour Support.

Exclusion

In extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought in to force. When deciding upon the fixed term length of the exclusion the Head will take into account the incident, previous exclusions (if any), and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted in

public areas in school hours during the exclusion and there will be a re-integration meeting involving the school, parent(s) and child prior to their return.

Permanent exclusion will be considered in accordance with LA guidelines for the following offences:

- A deliberate assault on another child
- Selling and distributing drugs in school
- A sexual assault
- Persistent racial abuse
- Persistent bullying including physical abuse
- A deliberate assault on a member of staff
- Any assault with a weapon or other implement against staff or children
- Verbal threatening and intimidation of staff
- A disruptive incident preceded by a series of disruptive events where the school has attempted to gain better compliance through other sanctions and the use of outside agencies

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and trustees annually.