



The Craylands School

Behaviour and Discipline Policy

Behaviour Policy Principles

Good behaviour allows for the children at Craylands to be 'happy together, safe together and learn together; - it makes effective teaching possible. Every child has the right to learn but no child has the right to disrupt the learning of others. The Craylands Behaviour and Discipline policy (in conjunction with the school Anti-Bullying Policy) provides a framework for the creation of a happy, safe, secure and caring community where every member of the school community feels valued and respected, and each person is treated fairly and well.

As members of our community, we adhere to the values of being: 'Respect others, act responsibly, stay safe'

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Respect Others, Act Responsibly, Stay Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls and certificates/stickers/team points
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

The role of the head teacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently



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throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher (or the assistant head teachers if the head teacher is not on the premises) has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

- The Craylands School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school and become more responsible for their own behaviour.
- We expect parents, when contacted by staff, to speak to their child about their behaviour and how they can improve it.
- We explain the school's 3 rules of Respect Others, Act Responsibly, Stay Safe in our prospectus and at meetings with prospective parents and new parents, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Parents should promote positive behaviour not just in school but also in the local community, understanding that poor behaviour can reflect badly on their child and the school – this includes before and after school, weekends and the school holidays. Parents should understand that poor behaviour can also occur online.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns they should initially contact the class teacher. If the concern remains, they should contact the Assistant Heads and then the Headteacher and then if still concerned, the school governors. If these discussions cannot resolve the problem, parents should follow the complaints procedure.
- We do not expect parents to openly discuss incidents that have happened in school on social media whether in a closed 'Whatsapp' group or on Facebook. This will often exacerbate a situation and involve members of the community who are not linked to the school; it is always better to discuss any concerns with the school who will work with parents/carers to alleviate concerns. The complaints procedure is then available for those who are still unhappy.



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

The role of pupils

To promote positive behaviour and good role models, children will have the chance to stand for head boy, head girl, deputy head boy and deputy head girl. There will also be the chance for children to stand for team captains. The children will have to explain why they feel they would make good role models and the school or class will have the opportunity to vote democratically.

In order to retain these positions, children will be expected to demonstrate high expectations of behaviour. The positions can be taken away from the children, at the head teacher's discretion for the following reasons:

- Anti-social behaviour demonstrated outside of school as reported by members of the community; this is in line with *'Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school'* – *Behaviour and discipline in schools, January 2016*.
- Involvement in the bullying of another child/children.
- Being internally or externally excluded.
- Not improving their behaviour when suspended for receiving more than the number of consequence cards set for the 'respect' award at the end of the seasonal term.
- Being disrespectful to select staff members e.g. midday meal supervisors.

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Use positive strategies as follows:
 - All staff congratulate children and celebrate success (in every form – acts of kindness, consistent effort, out of school achievements, very good pieces of work). A recognition board is displayed in class. Staff can be notified of out of school achievements through twitter or notes into school.
 - Class Dojo will be used to send positive comments to parents/carers related to their school work.
 - All staff award stickers and PRIDE certificates for success, improvement etc.
 - The Head teacher and Assistant Heads award "special" stickers to those children who have demonstrated effort, kindness, success or excellent work.



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- A celebratory assembly is held each Friday to celebrate children's success over the week in terms of those who have demonstrated the 'R.O.A.R' rules and those who have demonstrated Craylearning. Any child with a medal, trophy or certificate to share for achievements outside of school can request to show these in this assembly.
- A R.O.A.R.S certificate is awarded each week to a child from each class who has shown respectful behaviour towards others.
- For a 'R.O.A.R.S' award, pupils must show an element of one of the following:

Respect Others
Act Responsibly
Stay Safe

- Craylearner certificates are also given for classes, groups of individuals by the head teacher, assistant head or the staff member leading the achievement assembly.
 - As part of the weekly newsletter, information is sent home to parents/carers to celebrate those that received a Craylearner, R.O.A.R.S award and weekly team point winners as well as any recognition of achievements outside of school.
 - Children will be provided with a 'Pride award' and take the certificate home when they have shown pride in their work, presentation or behaviour.
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- All members of staff are aware of the regulations regarding the use of force by teachers. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder – this includes a refusal to follow instructions especially if the child will be left unattended in the school (Use of force guidance April 2012, England). Some staff have been trained in team teach to enable this to happen when needed; we will always endeavour to use staff who have had the team teach training however this is not a necessity to use reasonable force. All uses of team teach are then recorded. (See appendix Ai and Aii)

Expectations

The school has 3 simple rules '**Respect others, Act responsibly and Stay Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

A clear list of expectations at different points of the day can be found in appendix a.



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'Respect others, Act responsibly and Stay Safe'

| Our rules | Visible consistencies | Over and above recognition |
|--|--|---|
| Respect others Act Responsibly Stay Safe | Daily meet and greet Staff to uphold rules at all times Children will line up silently at transition points Children will walk quietly around the school in vision of staff members | Pride certificates Stickers Positive message sent home Craylearner certificates ROAR certificates |

Stepped boundaries

Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to be respectful/act responsibly/stay safe

You now have the chance to make a better choice

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING

I noticed you have continued to.....(noticed behaviour) OR I noticed you have.....(notice behaviour)

You have chosen not to be respectful/act responsibly/stay safe

You need to speak to me for two minutes after the lesson.

End of lesson

Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being respectful.

You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. REFLECTION TIME – THIS MAY NEED TO BE USED IF STEP 2 HAS NOT WORKED AND THE BEHAVIOUR CONTINUES

You need to:

1. Wait outside the classroom (KS2) /Go to quiet area in class (KS1)
2. Go to sit with other class
3. Go to sit in a SLT classroom
4. Go to HT's office

Playground:

You need to:

1. Stand by other staff member
2. Sit on the bench/stand by the wall
3. Visit KS1 group room



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I will come and speak to you later.

The time-IN

- The learner is asked to speak to the teacher away from others
 - Boundaries are reset
 - Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
 - Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful.

You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adult in front of the child

4. CONSEQUENCE - If child's behavior continues to be disruptive:

You need to:

1. Go to sit with other class
2. Go to sit in a SLT classroom
3. Go to HT's office

This will need to happen for the remainder of the session or until a decision has been made for the child to return.

5. FOLLOW UP, REPAIR AND RESTORE – Carried out if step 2 has been reached.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

Consequences: If the stepped boundaries have not been sufficient enough step 4 has been reached OR the behavior is considered extreme a consequence may be imposed.

Note: Extreme incidents could include the following:

- A child places a school member's safety at risk
- A child who is unkind for no reason e.g. name calling, spreading rumours, taunting
- A child physically injures another school member for no reason
- A child uses inappropriate language
- A child uses racist or homophobic language
- A child who uses sexist language



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Consequences *should*

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

'2 minutes owed', 'Pay it Back time', 'earn back time' or, in more serious circumstances missing a whole play time and parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

Sanctions implemented can be:

- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be completed at break time or sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Earn back time** – where serious incidences related to safety occur on the playground, children's play time will be reduced and children will need to earn back the time through proving they can be safe on the playground.
- **Removal of roles and responsibilities** – In serious incidents, where the child has a role or responsibility within the school, this may be removed for a period of time or on a permanent basis depending on the severity of the incident.
- **Missing whole playtime** – In more serious incidents including physical harm to others and bullying, children may be kept in and miss their playtime and/or at least 15 minutes of their lunch time.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Bullying

- The school does not tolerate bullying of any kind. (See Anti-Bullying Policy) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.



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- If a child is discovered to be bullying another child, without there being any reservations, the following actions may be taken:
 - - The child will miss at least one playtime and perhaps more
 - A meeting will be held between the bully and the child who has been bullied so that the victim can explain how they have been made to feel and the bully can apologise.
 - If the child has a role/responsibility which require them to be a good role model e.g. school council, team captain, head boy/girl then this will be removed for a period of time or permanently removed from them.
 - A meeting will be held with the reported bully's parents/carers – this meeting will be followed up with a formal letter.
 - If the bullying has occurred in the playground, the child may have a reduced break timetable put in place to allow the child who has been bullied to feel safe.
 - The bully will be placed on report for an agreed period of time – this contact book will be expected to be signed by the parents/carers daily.
 - Depending on the severity of the bullying, the child may be internally excluded or face a fixed term or permanent exclusion.
- The school will ensure that any child who has been found bullying another child, will be provided with appropriate support to ensure that they stop. The child who has been bullied, will be provided support to ensure that their self-esteem and confidence has not been effected; this may be in the form of a happy chart.
- The school recognises that a pupil who receives warning cards for regularly not respecting others but not unkind enough to warrant a consequence card e.g. pushing in front of others in line, refusing to hand over a glue stick may be demonstrating bullying tendencies and are not demonstrating respect towards their peers. A child who receives many waring cards for this, will have their parents spoken to.
- The Craylands School expects support from parents/carers of both those who have been accused of bullying and those who claim they are being bullied. We do not expect parents/carers to discuss these incidents through the use of social media as this can escalate situations; parents/carers will be asked to remove such messages if the school has proof that these exist.

EYFS

In Early Years at Craylands school we celebrate positive behaviours. Through playing and interacting with the children we scaffold their understanding of emotions and age appropriate behaviour.

At this stage in their development amongst many other things children are learning to follow boundaries, co-operate, compromise and resolve conflicts with independence. Adults will introduce and use a traffic light system in line with the school's approach



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always taking a positive re-inforcement approach and always teaching and talking to the children about right from wrong.

Language around Behaviour

At The Craylands School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should be based around example scripts and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Record keeping

Incidents are logged in the class behaviour manual for warning and consequence cards and the reason these have been issued.

The logs are monitored at least fortnightly and any child with repeated cards, further support is considered and parents/carers contacted.

Incident report forms to be completed for significant incidences e.g. physical violence, placing safety of others at risk

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke

'Positive Handling Plans' that can be found in appendix c.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

The school will record all serious behaviour incidents on an incident form appendix c and any restraints using in the positive handling bound book found in the HT office.

Physical Attacks on Adults

At The Craylands School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.



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All staff should report incidents directly to the Headteacher or Assistant Head and they should be recorded on the incident form appendix d.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Exclusion will only happen once we have explored several options and have created a plan around a child.

Fixed-term and permanent exclusions

- The headteacher can exclude your child if they misbehave in or outside school. We do not wish to exclude any child from school, but sometimes this may be necessary. In any decisions regarding exclusions, the school refers to the document Exclusion from Maintained School, Academies and Pupil Referral Units (DfE, September 2012).
- Only the head teacher (or assistant head teachers if the head teacher is not on the premises) has the power to exclude a child from school. The head teacher 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 head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The head teacher informs the LEA 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 head teacher.
- 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 in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.



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Drug- and alcohol-related incidents (See also Drugs Education Policy)

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.
- If the same or a similar serious offence is repeated the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Use of Weapons and other prohibited items (e.g. lighters, matches etc)

- The carrying of offensive weapons or prohibited items whilst journeying to and from school, at school or on a school activity, visit or journey is not acceptable under any circumstances. The Governing Body of The Craylands Primary School recognises that the presence of weapons and prohibited items in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school.

For the purpose of this policy a “weapon” includes, but is not limited to : -

 - A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
 - Knives, including all variations of bladed objects ie pocket knives, craft knives, scissors etc.
 - Explosives, including fireworks, aerosol sprays, lighters, matches.
 - Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- If a pupil is found to be in possession of an offensive weapon or prohibited item, or involved in an incident involving an offensive weapon or prohibited item, whilst



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under the care of school staff, they will be subject to disciplinary action. This could mean fixed period or permanent exclusion from the school. It should also be noted that for certain incidents, it may be necessary to contact the police. This will be determined by the Headteacher. In all cases Parents/Carers will be contacted. All incidents of this nature will be recorded and reported to the governing body

Monitoring and review

- The head teacher monitors the effectiveness of this policy on a regular basis. The head 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.
- All warnings and consequences are recorded in class behaviour logs – this includes any cards issued at lunch time by MMS.
- Any major incidents, which have required the school inviting parents in, should be recorded on an incident report form. In addition to this, the head teacher also keeps a record of discussions with parents about pupil behaviour.
- The head teacher 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.

Approved by FGB: 19th July 2021

Next review: July 2022



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Appendix A Expectations

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

| Behaviours | Expectations | Consistent Staff Actions |
|-----------------------------------|---|---|
| Entering the building first thing | <ul style="list-style-type: none"> • Lunch boxes to be quietly and tidily put on trolley. • Children should walk into classroom quietly. • Respond to adults morning greetings. • Bags and coats to be hung up on pegs. • Sit down at your desks and look/listen for any instructions. | <ul style="list-style-type: none"> • Staff to greet at classroom door giving morning welcome. • Provide instructions for early morning tasks clearly |
| Morning Registration | <ul style="list-style-type: none"> • Calmly and quietly carry out morning tasks/learning/interventions. • Listen and respond to the register | <ul style="list-style-type: none"> • Activities are ready for children to complete. • TA's are in class ready to support • Support children to order dinners |
| In lessons | <ul style="list-style-type: none"> • When sitting on a chair all 4 legs need to be on the floor • Quiet working voices to be used. • Listen when an adult/child is talking – looking in their direction. • Hands up and wait quietly. • All be prepared to participate when name is called | <ul style="list-style-type: none"> • Be clear about expectations during the lesson (working independently / in pairs / in a group) • Ensure children's attention is on you when speaking. • Rise an arm to manage noise levels / use proximity praise to gain attention / count down from 5. • TAs to be used effectively for support. • Challenge work and presentation if not good enough. |
| Going into/leaving assembly | <ul style="list-style-type: none"> • Children should be escorted to the hall by their class teacher/TA. • Children should walk in silence. • Enter hall and remain | <ul style="list-style-type: none"> • Children to be reminded about walking silently down the corridor before leaving the classroom. • One adult from each |



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| | <p>standing in line until told to sit down in silence by teacher/TA.</p> <ul style="list-style-type: none"> Children should walk in single file walking one way. | <p>class to drop off and collect from the hall.</p> <ul style="list-style-type: none"> Ensure that back of line is always visible |
| <p>Coming in for playtime/lunch</p> | <p>Children should:</p> <ul style="list-style-type: none"> 1 x bell children to stop and stand still. children to listen to instruction and walk to their circle(R-Y2) / classroom line (Y3-6) Children are expected to wait in their circle/line quietly Enter the building quietly. Walk in single file following the one way system. | <ul style="list-style-type: none"> Teachers must be outside on time to collect their class to ensure prompt start of the lesson. All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1st whistle Use arm up to request silence in circle/line if needed. Staff remind children of expectations on corridors coming into school. Staff to wait in silence until line is ready to move – if needed children should be reminded to be silent – use proximity praise. Adult collecting from playtime give instruction on playground e.g. sit on carpet/chair, before entering school |
| <p>Lining up for lunch and in the dinner hall.</p> | <p>Children should:</p> <ul style="list-style-type: none"> Line up in corridor some quiet chat is allowed. Put their hands up if they want a drink or to ask a member of staff for something. | <ul style="list-style-type: none"> Any child moving out of line should be reminded to stay in line. Any child who does not comply with reminder to stay in line should be move to the front of the line by staff member. Staff to raise an arm to manage noise levels when too loud Staff on duty managing pupils into dining hall should ensure |



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| | | <p>consistency of expectations</p> <ul style="list-style-type: none"> • Staff should only challenge children in a quiet professional manner (no shouting). |
| Cloakrooms | <ul style="list-style-type: none"> • Coats are hung up at the start of the day and after every break time. • Bags are hung up on pegs | <ul style="list-style-type: none"> • Child to be allocated duty to check cloakrooms at start of day/break. • Staff should remind children that there should be nothing on the floor. • Children to be challenged and returned to hang up any coats/belongings that have not been hung up |
| End of day routine | <ul style="list-style-type: none"> • Class Novel / book to be read at the end of the day. • Children collect coats and bags quietly and come back to chairs / places. • Be ready to leave at the same time • Keep in the line walking quietly to their collection point • Stay with the line at all times | <ul style="list-style-type: none"> • Send children for coats and book bags a group at a time. • Remind children about behaviour in cloakrooms. • Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms and by the lunch trolleys. • Leave only when everyone is ready • Wait at certain points to allow all children to catch up so you are not too far ahead of those at the back. • Remind children to be quiet as you walk the line. |



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Appendix C

| The Craylands Primary School Behaviour & Positive Handling Plan | | | |
|--|---------------------|--------------------------|--------------|
| Name | | Year | Class |
| Plan No. | Date of Plan | Plan Co-ordinator | |
| What Triggers Negative Behaviours from the Pupil? | | | |
| | | | |
| Areas For Concern / Specific Behaviours | | | |
| | | | |
| Topics & Areas To Avoid | | | |
| | | | |
| Strengths / Known Interests (potential 'Bridge-builders') | | | |
| | | | |
| Known Medical Issues / Conditions (possibly affecting use of R.P.I. strategies) | | | |
| | | | |



The Craylands School

Behaviour and Discipline Policy

Appendix d



Incident reporting form

| | |
|---|--|
| Pupil's name: | |
| Name of staff member reporting the incident: | |
| Date: | |
| Where did the incident take place? | |
| When did the incident take place? (Before school, after school, lunchtime, break time) | |
| What happened? | |
| Who was involved? | |
| What actions were taken, including any sanctions? | |
| Is any follow-up action needed? If so, give details | |
| People informed of the incident (staff, governors, parents, police): | |

Signed.....

Date.....



The Craylands School

Behaviour and Discipline Policy

A Craylearner R.O.A.R.S.

Our ROARS Rules:

- Respect Others
- Act Responsibly
- Stay Safe

Craylearners can earn a PRIDE certificate

If you are not respecting others, acting responsibly or staying safe you will be given a reminder.

If you continue to not respect others, act responsibly or stay safe a warning is given; you will need to speak to your teacher at the end of the lesson.

If you continue to not respect others, act responsibly or stay safe you will have some reflection time.

If you continue to not respect others, act responsibly or stay safe you will be removed for the remainder of the session.

| Reflection time | | FOLLOW UP, REPAIR AND RESTORE |
|---|--|--|
| You may be asked to take some reflection time; this may include: | | |
| Inside | Outside | What happened? What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently? |
| Wait outside the classroom Go to quiet area Go to sit with other class Go to sit in a SLT classroom Go to HT's office | Stand by other staff member. Sit on the bench/stand by the wall Visit SLT Go to HT's office | |

For more serious incidents, you may be given the following sanctions straight away:

- 'Pay it Back time'
- Earn back time
- Removal of roles and responsibilities
- Missing whole playtime
- Parental involvement



The Craylands School

Behaviour and Discipline Policy

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Our ROARS Rules:

Respect Others

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Stay Safe

