



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'

We treat all children fairly and as far as possible apply this behaviour policy in a consistent way. In the case of children with a disability (as defined in the DDA and Equality Act) we apply a differentiated approach based on the identified needs of individual pupils; the AENCO will support staff in identifying which children need a differentiated approach.

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'
- Use of Gimme 5 -- Clap 5 times and raise hand to gain children's attention using the principles of:
 - 1) Eyes on who is speaking
 - 2) Ears listening
 - 3) Lips closed
 - 4) Body still
 - 5) Brains focussed

The Head teacher and The Senior Leadership Team must:



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- 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
- Role model use of Gimme 5

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 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 suspensions 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.



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- 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.

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 roles and responsibilities e.g. head boy/girl, ambassadors for change. 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, July 2022*
- Involvement in the bullying of another child/children.
- Being internally or externally suspended.
- 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 using the recognition board regularly
- 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:



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- 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.
- Tell a parent/carer their child has done well on 'WELL DONE WEDNESDAY' – this can be via a slip home, a chat at end of the day or a quick phone call; [record this on CPOMS](#)
- All staff award 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.
- 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.
- 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.

- 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.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

Use of reasonable force July 2023



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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.

These classroom rules should be followed:

Respect others	Act responsibly	Stay safe
Be kind and helpful to each other.	Put effort into your learning.	Look after property and the school.
Listen and look at others when they are speaking.	Talk to someone if something has upset you.	Use equipment as it is meant to be used.
Follow instructions given by adults.	Be honest	Keep hands, feet and other objects off of other people.

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.

'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 Recognition boards in every classroom	Pride certificates Stickers Positive message sent home – Well done Wednesday Craylearner certificates ROAR certificates



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Lovely lining up and wonderful walking

We expect our children to follow the steps for lovely lining up and wonderful walking when preparing to and when moving around the school

The routines for these can be found in the appendices.

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

If you continue, you may need to take some reflection time out of the classroom.

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

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.'



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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 4 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

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



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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.
- If a child is discovered to be bullying another child, **without there being any reservations e.g. it is only one sided and the victim has not had a role to play at all**, 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.



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- 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 suspended or face a suspension 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 warnings for regularly not respecting others but not unkind enough to warrant a consequence 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 warnings 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. We also expect parents/carers to respect any decisions made in regards to actions following investigations.

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 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.



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

Tone and level of voice

Children at Craylands should not describe the way that they are being spoken to as being 'shouted at'.

Staff should be very careful to ensure that they are speaking to children with a reasonable level of volume and tone, ensuring that it can in no way be deemed as aggressive.

There should be no reason for a staff member to raise their voice unless it is essential for them to be heard over a loud environment and/or if a child has put themselves and others in immediate danger.

Preventing recurrence of misbehavior

The Craylands School adopts a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Our assistant head/parent and pupil support team lead is made aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions The Craylands School can consider include:

- Use of personalized recognition charts see appendix F
- Home/school reports
- frequent and open engagement with parents
- Use of HERO club to support social interaction with others especially if issues occur at play and lunchtimes
- providing mentoring and coaching;

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.



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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.

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.

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.



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- 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 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

Searching, screening and confiscation

Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#).

Searching

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;



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any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers
- fireworks;
- pornographic images.

. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.



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The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed above and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Recording searches

Any search by a member of staff for a prohibited item listed earlier and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

We should include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.



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Informing parents

Parents should always be informed of any search for a prohibited item listed earlier that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence

The following items should be handed into the police;

- Controlled drugs and other substances not considered to be controlled but believed to be harmful
- a pornographic image suspected that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child)
- stolen items
- weapons or items which are evidence of a suspected offence
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider



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whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Management of removals:

- 1) The Craylands School may remove a child for one of the reasons stated above
- 2) The Headteacher or a member of senior leadership team will oversee the removal of the child; a discussion will be had with the child (age appropriate) and their parents/carers as to the reasons why they have been removed from the classroom
- 3) The length of time that the child is removed for will depend on the following:
 - Severity of the reason why they have been removed
 - Impact it will have on other pupils sending the child back
 - How ready the child is to return
- 4) The child removed will either be based outside of the headteacher's office or in the parent and pupil; support team room; work and resources will be provided to them so that they can access the learning that they would have if they were in the classroom
- 5) A record is kept of any child removed from the classroom and the data is tracked to ensure no patterns occurring and further support can be put in place where needed.
- 6) A process of reintegration will be put into place e.g. a member of the parent and pupil support team may accompany the child for the first 10 minutes

As a school we will make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

We will analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, headteachers and teachers should:



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- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

A removal from the classroom may be recorded as an INTERNAL SUSPENSION.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.



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When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool.

A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. There will be work set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.



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A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Possible sanctions include removal of break and lunch times, being placed on report, meetings with parents/carers, removal of responsibilities, internal suspension, suspension or permanent exclusion.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

Monitoring and review

Record keeping

Incidents are logged in the class behaviour manual for warnings and more serious incidents are recorded on CPOMS.



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The logs are monitored regularly and for a child with repeated incidents, further support is considered and parents/carers contacted.

CPOMS is completed with any serious incidents.

- 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 are recorded in class behaviour logs – this includes any warnings issued at lunch time by MMS.
- All major incidents are recorded on CPOMS
- Any major incidents, which have required the school inviting parents in, should be recorded on CPOMS.
- 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: 13/12/22

Next review: Dec 2023



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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• 1 staff member to be supervising on KS2 playground as children walk to classes.
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.• Use gimme 5 to gain attention• TAs to be used effectively for support; TAs not to talk when teacher is talking where possible• Challenge work and presentation if not good enough.• Use the recognition board regularly, setting a clear and precise objective.
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 standing in line until told to	<ul style="list-style-type: none">• Children to be reminded about wonderful walking down the corridor before leaving the classroom.• One adult from each class to drop off and collect from the hall.• Ensure that back of line is always



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	<p>sit down in silence by teacher/TA.</p> <ul style="list-style-type: none"> Children should walk in single file walking one way. 	<p>visible</p> <ul style="list-style-type: none"> Staff not to shout across the hall at children Use Gimme 5 to quieten children in assembly
Coming in for playtime/lunch	<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 bell Use arm up to request silence in circle/line if needed. Staff remind children lovely lining up and wonderful walking 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
Lining up for lunch and in the dinner hall.	<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 use Gimme 5 to manage noise levels when too loud Staff on duty managing pupils into dining hall should ensure consistency of expectations Staff should only challenge children in a quiet professional manner (no shouting). Staff to praise those showing lovely lining up
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



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		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			



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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.....



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

Our ROARS Rules:

Respect Others

Act Responsibly

Stay Safe

Craylearners will have their name on recognition and/or given 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.

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

If you continue to not respect others, act responsibly or stay safe you will be removed for the remainder of the session and will need to speak to your teacher at the end of the lesson.

Reflection time You may be asked to take some reflection time; this may include:		FOLLOW UP, REPAIR AND RESTORE
Inside	Outside	
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	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?

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



My adult is looking for me to.....

[illegible]



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Lovely Lining Up

- Stand one behind the other
- Face the way you will walking
- Lips closed
- Body still
- Arms by your side
- Ears listening to instructions



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Lovely Lining Up at end of playtimes

- Stand still and close lips when the bells is rung
- Listen for your class to be called
- Walk quickly to your line keeping your lips closed
- Stand one behind the other
- Face the way you will walking
- Lips closed
- Body still
- Arms by your side
- Ears listening to instructions



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Wonderful Walking

Children to be taken out to play
and to lunch and collected from
play and lunch

- Walk one behind the other
- Face the way you will walking
- Lips closed
- Arms by your side
- Use the right hand side of the corridor