



Cledford Primary School and Gainsborough Primary & Nursery School

A Federation of Cheshire East Primary Schools



Cledford Primary School

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Local Authority Code: 895
Establishment Number: 3821

Local Authority Code: 895
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

Federation Behaviour Policy

Reviewed: October 2023

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mr C Adlington (School Principal CPS)

Mrs J Nurse (School Principal GPNS)

Next Review Date: October 2025

Federation Behaviour Policy October 2023

PURPOSE

- To clarify the federation's expectations for behaviour
- To maximise the impact of the federation's work to encourage good behaviour
- To minimise inappropriate behaviour and reduce the possibility of confrontation by creating a consistent, positive structure
- To ensure that all staff use a wide range of rewards to motivate pupils
- To encourage a positive learning environment where effort, hard work and the right behaviour choices are recognised and rewarded
- To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour
- To ensure that all staff understand that they have an important and active part to play in encouraging good behaviour choices
- To encourage pupils to co-operate with one another and enjoy a highly respectful and friendly relationship with staff and their peers
- To create an ethos of excellent behaviour to ensure that pupils are happy, secure and safe

DEVELOPMENT

- The policy has evolved over a significant period with the involvement of staff, governors and pupils
- The policy is regularly discussed at INSET days and in staff meetings
- All staff have taken part in training
- There have been periods for staff to trial the implementation of whole school rules with rewards/sanctions, and also to consider classroom-based behaviour and rules
- There is a continuing dialogue across the federation on the subject of effective behaviour management
- Individual Behaviour Support Plans are used to support pupils who struggle to control their emotions

RATIONALE

Discipline is a necessary and essential part of life; it helps to define and encourage positive and useful values, not just within the confines of the school, but also during play and at home. All pupils, staff, parents and others associated with the school are required to work together in a spirit of co-operation and understanding. We live in a society where social skills are vital to well-being, and learning to interact with others is therefore a critical part of education. Pupils are reminded of the importance of respecting others, whether inside or outside school. Selfish actions are therefore discouraged, whether these actions are of a minor nature (e.g. dropping litter or pushing in the lunch queue) or of a major nature (e.g. fighting, bullying, vandalism or theft).

We aim to offer a safe, secure, harmonious environment in which optimum learning can occur. The foundation upon which our policy is built is the highest expectations and a positive, relational approach to behaviour management. We will do this through:

- Expectations that staff will relentlessly demonstrate consistency and kindness
- The provision of an interesting, relevant, challenging and differentiated curriculum (Quality First Teaching)
- Praising and rewarding pupils for positive and sensitive attitudes to behaviour (e.g. caring, sharing, co-operating, showing respect and developing self-discipline)
- Setting a good example ourselves in the way we care, share and co-operate with each other, within the community
- Having an understanding of, and a commitment to, a whole staff approach to positive school discipline and behaviour management

AIMS

- To encourage positive, caring, co-operative attitudes in pupils, towards each other, towards learning and to the school community
- To establish a relentlessly consistent whole school framework which can be used to support the positive behaviour of pupils and to manage and organise change in the behaviour of those pupils who persistently present negative communication, disruptive, aggressive or other inappropriate behaviours
- To establish a caring support system to meet the needs of pupils who may display sudden outbursts of anti-social or aggressive behaviours, brought about by problems, anxieties, crisis or trauma resulting in social, emotional or mental health difficulties or changes which they cannot cope with alone
- To recognise individual pupil needs and adapt our procedures to ensure an inclusive approach through an Individual Behaviour Support Plan, where appropriate

THE LAW

Section 89 of the Education and Inspections Act 2006 sets out what measures that the Headteacher or Principal of a school must take in relation to the behaviour of pupils. The law says that:

The Headteacher or Principal of the school should determine a behaviour policy which:

- Promotes, among pupils, self-discipline and proper regard for authority
- Encourages good behaviour and respect for others on the part of pupils and, in particular, prevents all forms of bullying
- Secures a standard of behaviour of pupils that is acceptable
- Ensures that pupils complete any tasks reasonably assigned to them in connection with their education
- Otherwise regulates the conduct of pupils

THE EQUALITY ACT

The Equality Act (2010) protects everybody by making it against the law to discriminate against or harass someone because of a protected characteristic. The nine protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act (2010) requires all public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

OUR APPROACH TO BEHAVIOUR MANAGEMENT

We have a positive approach to behaviour management; pupils are rewarded for good behaviour and a positive approach to learning.

The school recognises the crucial role parents/carers play in shaping behaviour attitudes. We encourage parents/carers to maintain contact with the school and ask for parental/carer support in all matters of discipline.

APPROPRIATE BEHAVIOUR IN SCHOOL: POSITIVE STRATEGIES

Building positive relationships

Adults will:

- Show an interest in pupils and engage with them
- Be firm, fair, friendly and fascinating; earning not demanding respect
- 'Meet, greet, connect, direct, correct,' each pupil with a smile every morning as they arrive at their classroom
- Praise pupils in public [PIP] and be clear and explicit in their praise
- Reprimand in private [RIP] – a quiet word, removing pupils from the classroom/corridor area if required
- Keep their promises
- Make positive communications with parents/carers

Communicating with pupils

Adults will:

- Speak respectfully to pupils
- Be aware of the impact of non-verbal communication (e.g. face, eyes, body language)
- Save passion and emotion for positive behaviour choices
- Use calm, quiet and emotive voice when speaking about negative choices
- Connect using eye contact and the pupil's name
- Use short and clear language supported by visual clues, where appropriate
- Speak with conviction: say thank you; not please (e.g. 'Turn around and face me, thank you')
- Redirect (e.g. 'What should you be doing?')
- Offer clear choices to pupils with clear outcomes for both in order to avoid disagreement (e.g. 'Be that as it may/That's as maybe/ Maybe he did but...')
- Carefully choose the best time to have a reflective/restorative conversation with pupils, ensuring they are calm and receptive
- Ignore secondary behaviour and return to this later
- Discuss all behaviour choices in terms of 'Be Ready, Be Respectful, Be Safe'

Positive, safe and consistent setting

Adults will:

- Teach with energy and high intensity every day
- Be prepared before the start of each session
- Have clear routines with short instructions for tasks
- Follow agreed protocols for consequences consistently

- Ensure adequate supervision at all times including during times of transition (e.g. start and end of day, start and end of break and lunch times)
- Be on time to collect pupils from the playground
- Remember that it is ok to make mistakes; model making mistakes
- Have clear structure in lessons and no down time
- Keep behaviour records up-to-date

WHOLE SCHOOL RULES, REWARDS & CONSEQUENCES

RULES

- Be ready
- Be respectful
- Be safe

School rules to be displayed in class areas, around school and frequently referred to and discussed.

REWARDS

Alongside the whole school rules, staff will use a variety of motivators to encourage and reward desirable behaviour. Staff will actively spot pupils adhering to the school rules and making good choices and will offer a relentless routine of rewards and praise. Rewards could include:

- Recognition boards (e.g. Superheroes, Proud Cloud, VIP, Shout Out, Stars)
- Text messages or phone calls home to share good news
- Verbal messages to parents/carers at the end of the school day
- Verbal praise - recognising the positive
- Stickers
- Sharing good behaviour with other adults
- Celebration assembly awards
- Dojo Points awarded
- 'On the spot' rewards (e.g. whole class extra playtime)
- Star of the Day

CONSEQUENCES

To ensure consistency throughout the school, actions and consequences for instances of undesirable behaviours are categorised below. For the most part, this relates to behaviours that occur on the school premises and during school hours, however, there may be occasions where these actions and consequences also need to consider behaviours that occur away from the school premises and outside of school hours.

BEHAVIOUR ACTIONS AND CONSEQUENCES

- Our school has a nurturing ethos, and staff create a calming classroom environment in which to learn
- Staff will always support pupils to make good choices through de-escalation
- Staff will consider intent and context surrounding each incident when considering consequences
- Our school recognises that some pupils may require additional support to manage their behaviour

BEHAVIOUR CATEGORY 1

- Not following direct adult instructions
- Not being respectful towards adults or other children
- Shouting or calling out resulting in a distraction to others
- Running around school rather than walking
- Not being on task
- Not being honest
- Play fighting
- Littering
- Leaving the classroom without permission

BEHAVIOUR CATEGORY 2

- Repeated category 1 behaviour
- Persistent disruptive behaviour
- Repeated refusal/defiance
- Deliberate damage to property
- Throwing objects in the classroom
- Verbal aggression towards others
- Threatening or intimidating behaviour
- Deliberately hurting another person
- Bullying behaviour
- Child-on-child abuse
- Inappropriate online behaviour
- Use of inappropriate language
- Any form of discrimination, including racist or homophobic language
- Spitting at another person
- Theft
- Leaving the school grounds without permission

ACTIONS AND CONSEQUENCES

- A quiet warning is given to ensure the child understands what was wrong and that they will be given a second chance
- A second warning is given. At this stage, the child may need to be moved away from the situation, activity or place for a period of 'time out' for reflection. This could include a different space within the classroom, a space in a parallel class or in any other supervised area
- When the child is calm, a restorative conversation will take place with the original supervising adult. This will happen during break/lunch
- If the child does not alter their behaviour, as a result of the above actions, they will miss their playtime for 2 days
- Any missed work must be completed. This will happen during break/lunch, or it will be sent home
- Parents/carers will be kept informed of behaviour incidents by the class teacher
- A record of the category 1 behaviour incident will be logged

- The child will be moved away from the situation, activity or place for a period of 'time out' for reflection. This should be a space in a parallel class or in any other supervised area
- When the child is calm, a restorative conversation will take place with the original supervising adult and a member of the leadership team. This will happen during break/lunch
- The child will miss their playtime for 5 days with supervised movement breaks offered as an alternative
- Any missed work must be completed. This will happen during break/lunch, or it will be sent home
- Parents/carers will be informed of the incident by the class teacher
- A record of the category 2 behaviour incident will be logged
- If behaviour does not improve, following the above actions a formal behaviour meeting will take place with the child, parent/carer, class teacher and a member of the leadership team
- If required, an Individual Behaviour Support Plan or report card will be implemented
- Behaviour will continue to be monitored closely and further consequences, including internal exclusion and suspension, may be considered.

Child-friendly versions of these behaviour consequences (see appendix 1) are displayed in every classroom and throughout the school. They are referred to regularly by staff when having conversations regarding behaviour choices of pupils. These conversations are led by adults in a calm and positive manner and only take place when the pupil is calm and receptive. When encouraging good behaviour choices adults will use the following example script as a guide:

- “I notice that you are ...” (Having trouble getting started/struggling to get going/wandering around the classroom)
- “It was the rule about ... that you broke.”
- “You have chosen to ...”
- “Do you remember last week when you ... “ (highlight an example of a positive behaviour choice)
- “That’s who I need to see today.”
- “Thank you for listening.”

For instances where pupils have committed a category 1 or category 2 behaviour, the appropriate actions and consequences will be initiated. All category 1 and category 2 behaviours will then be logged on our internal electronic record keeping system.

Prior to making decisions about actions and consequences, adults will endeavour to establish the facts surrounding an incident. This will involve discussions with the pupil in question and could involve discussions with other pupils and/or staff. Adults will apply the civil standard of proof when establishing the facts in relation to an incident or alleged incident. This means that based on the ‘balance of probability’, it is more likely that the fact is true or not true.

The member of staff who dealt with the incident will notify parents/carers and explain the actions, consequences and next steps. The school recognises and values the crucial role that parents/carers play in shaping behaviour attitudes. We strongly encourage parents/carers to maintain contact with the school in all matters of discipline.

Our behaviour actions and consequences aim to:

- Encourage positive behaviour choices
- Ensure pupils are happy, safe and secure
- Minimise disruptions to learning
- Offer a period of reflection and restoration following a poor behaviour choice
- Improve future behaviour outcomes

RESTORATIVE CONVERSATIONS

Adults will use restorative conversations to support pupils to reflect on their behaviour choices with the aim of improving future behaviour outcomes. Restorative conversations use the following question prompts as a guide:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

INDIVIDUAL BEHAVIOUR SUPPORT PLANS

Occasionally our whole school approach to behaviour management, described in this policy, may not fully meet a pupil's needs. Reasonable adjustments will be made for those pupils who struggle to control their emotions by means

of an Individual Behaviour Support Plan. These will be written by the class teacher in conjunction with the pupil, parents/carers and other key staff. This will target specific behaviour over a stated period of time and will include agreed actions for pupils, staff and possibly parents/carers to address the cause of the poor behaviour. A review date will be agreed with the parent(s)/carer(s). The plan will reward improvements in behaviour in small steps. These plans will identify the additional provision in place to support pupils to manage and control their emotions. The plan will be shared with all key adults (the team around the child) and will be implemented consistently with support from parent(s)/carer(s). Individual Behaviour Support Plans are part of a graduated approach to supporting specific behaviour needs.

Strategies of support may include:

- Supervised time in a different area (time out)
- Reward charts/incentives
- Change of face
- Forced choice
- Key-named adult to talk to
- Safe space to go to
- Mindfulness breaks
- Physical breaks
- Additional time to process instructions
- Use of reduced language

ANTI-BULLYING

In line with the Anti-Bullying Policy, we have implemented a range of measures to prevent all kinds of bullying; including cyber bullying, prejudice-based bullying, child-on-child abuse and discriminatory bullying. All forms of bullying are taken seriously and are logged and monitored accordingly. This strong Anti-Bullying ethos is celebrated throughout our curriculum including our PSHE and No Outsiders curriculum and our Anti-Bullying Ambassadors.

SEXUAL HARASSMENT BETWEEN CHILDREN

Sexual harassment is 'unwanted conduct of a sexual nature'. It is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and can create a hostile, offensive or sexualised environment. In line with DFE advice, the schools take a zero-tolerance approach to any form of sexualised behaviour. This includes, but is not limited to: telling sexual jokes/stories, making sexual remarks about another child's appearance, calling another child sexual names, displaying drawings/photos of a sexual nature, interfering with another child's clothing and online sexual harassment. A zero-tolerance approach is important, as dismissing or ignoring such behaviours can risk to normalising them which can lead to a culture of unacceptable behaviour.

Pupils involved in sexual harassment will be spoken to by their teacher initially, who will discuss the importance of showing other children respect for their privacy and decide on the most appropriate consequence and/or support. Parents/carers will also be informed so they can support their child at home. Pupils who repeatedly show behaviours of sexual harassment will be spoken to by the Federation Headteacher/Principal or Pastoral Manager and a meeting will be arranged with parents/carers.

Follow up 'check in' conversation will take place with any pupil who has been exposed to/is a victim of sexual harassment from other children. This will be with a familiar trusted adult (e.g. their teacher and/or Pastoral Manager) to offer any further support for their well-being.

INVOLVEMENT OF OUTSIDE AGENCIES

In order to support pupils further it may be necessary to seek advice from outside agencies such as: The Educational Psychology Service, Cheshire East Autism Team, The Child and Mental Health Service, Speech and Language Therapists or other specialist outreach services such as Cornerstone Alternative Provision or Springfield Outreach. Parents/carers will be fully informed of any such decisions and will be asked to complete parental/carer permission forms where required.

SUSPENSION AND EXCLUSIONS

The school is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment for its pupils and staff. As detailed in the Federation Suspension and Exclusions Policy, the principal or federation headteacher will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil, including fighting, wounding, obstruction, jostling and other violent behaviours
- Physical assault against an adult, including fighting, wounding, obstruction, jostling and other violent behaviours
- Verbal abuse or threatening behaviour against a pupil, including swearing, use of derogatory or offensive language and intimidation
- Verbal abuse or threatening behaviour against an adult including swearing, use of derogatory or offensive language and intimidation
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying, as outlined in the Federation Anti-Bullying Policy
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic, misogynistic or ableist abuse, this could include, for example:
 - Taunting
 - Harassment
 - Use of derogatory or offensive language
 - Bullying
 - Graffiti
- Damage to school or personal property
- Theft of school or personal property
- Persistent disruptive behaviour, this could include, for example:
 - Challenging behaviour
 - Disruption of lessons and other pupils' learning
 - Disobedience
 - Persistent violation of the school rules and the Federation Behaviour Policy

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the principal will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

POSITIVE HANDLING

The school follows both Cheshire East and DfE guidance when making decisions regarding behaviour management in school. If a pupil puts their own safety or the safety of others at risk, a number of teaching and non-teaching staff are specially trained in physical positive handling strategies and would use their training to try and reduce any further safety risk. For more details, see the Federation Positive Handling Policy.

SEARCHING & CONFISCATION

- Staff can search a pupil for any item if the pupil agrees
- The principal and federation headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting a pupil may have a prohibited item: knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that a member of staff suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage property
- The principal and federation headteacher, and staff authorised by them, can also search for any item or suspected item that has been banned by the school/federation
- Staff can seize any prohibited item found as a result of a search
- Staff can seize any item, however found, which they consider harmful or detrimental to schools' discipline



BEHAVIOUR ACTIONS AND CONSEQUENCES



BEHAVIOUR CATEGORY 1	BEHAVIOUR CATEGORY 2
<ul style="list-style-type: none"> • Not following direct adult instructions • Not being respectful towards adults or other children • Shouting or calling out resulting in a distraction to others • Running around school rather than walking • Not being on task • Not being honest • Play fighting • Littering • Leaving the classroom without permission 	<ul style="list-style-type: none"> • Repeated category 1 behaviour • Persistent disruptive behaviour • Repeated refusal/defiance • Deliberate damage to property • Throwing objects in the classroom • Verbal aggression towards others • Threatening or intimidating behaviour • Deliberately hurting another person • Bullying behaviour • Child-on-child abuse • Inappropriate online behaviour • Use of inappropriate language • Any form of discrimination, including racist or homophobic language • Spitting at another person • Theft • Leaving the school grounds without permission
ACTIONS AND CONSEQUENCES	
<ul style="list-style-type: none"> • Quiet warning • Second warning and time out followed by a restorative conversation • Miss playtime for 2 days with supervised movement breaks offered as an alternative • Catch up on any missed work • Parents/carers informed • Category 1 behaviour logged 	<ul style="list-style-type: none"> • Miss playtime for 5 days with supervised movement breaks offered as an alternative • Time out in a separate area • Restorative conversation • Catch up on any missed work • Parents/carers informed • Category 2 behaviour logged <p>If behaviour does not improve, following the above actions, there will be a formal meeting with parents/carers, the class teacher and a senior leader. Behaviour will be monitored closely and further consequences, including internal exclusion and suspension, may be considered.</p>