Cranborne
CE First School

Behaviour Policy

'Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.'

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.'
Paul Dix

Rationale
At Cranborne First School, just as we have high expectations for children's learning, we have high expectations for children's behaviour and attitudes. We strive to create an environment where everyone feels valued, respected and safe. A place where the whole school community want to attend and that learning can take place without disruption to allow everyone to thrive.

We believe that good behaviour is another part of the curriculum, something that we need to consistently demonstrate, teach and recognise when children are getting it right. If a child is struggling, we need to understand their difficulty and help them learn what the right behaviour is.

Our Behaviour Curriculum
We understand that positive behaviour is dependent on the behaviour of adults and their ability to create a culture of certainty and the positive relationships they form with the children in their care.

We have three key Christian values we seek to live out, they are love, wisdom and hope. We teach the children how these values are exemplified in our behaviour.

Love
Through our value of love, we encourage our children to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and to flourish.

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

Wisdom

The Bible talks of wisdom as a gift from God. We teach our children that wisdom is not just about how intelligent someone is; it is about knowing right from wrong, remembering past experiences and learning from them, making the right choices, even in challenging situations and being prepared to listen to the advice of others.

'If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.' James 1:5

Hope

Hope is revealed through the life, death and resurrection of Jesus. This inspires us as we equip our children with the skills, passion and resilience, to achieve goals, giving them confidence as they 'fly' from Cranborne First School and journey through life.

'And so, Lord, where do I put my hope? My hope is in you.' Psalm 39:7

Our school motto is 'Love. Learn, Fly' and our underpinning verse is 'Do Everything in Love' which is found in 1 Corinthians 16:14. This is taken from the letter the Apostle Paul wrote to the church in Corinth where he gave instructions for living God's way. In the last few lines of his letter, Paul reminds us that all our actions, however big or small, should be an expression of our love for others.

Inspired by Paul Dix, we use the simple **Ready, Respectful, Safe** model as a reminder about behaviour.

Children need to be **ready** to learn. That means ready with the right uniform, the equipment they need as well as ready to listen. Adults need to be ready and prepared to teach. We also recognise the need for children to be emotionally ready. At times, children will need support to regulate and get in the ready state to learn.

Everyone needs to be respectful of each other. We all need to treat each other with dignity and **respect**. Children need to respect the right of others to learn, therefore allow them to listen and concentrate. We need to use respectful language and treat school property with respect.

Everyone in school needs to feel **safe**. As adults we need to ensure that children feel safe in school. Children need to ensure that others around them feel safe. This means not using words or actions that could make someone else feel unsafe.

As a school community we want everyone to have certainty and consistency around behaviour expectations. To help achieve this and create a culture of social norms we have daily core routines which are modelled, taught and expected to be followed by everyone in school. This will help ensure consistency and predictability.

Children, staff and parents will know what is expected. We want to be focusing on the positives of what we want to see and enabling children to achieve this.

Therefore, we will spend time at the start of each academic year and revisit during the year, establishing with the children what good behaviour looks like. We want to create an environment where everyone feels valued, respected and safe. Where our 'social norms' and core routines are understood ad followed by everyone throughout the school.

Any children who have difficulty in remembering or following our core routines and behaviour expectations will have support to learn them.

Rewards

Our emphasis is on teaching, promoting and reinforcing good behaviour. Through the need to build strong relationships within our school community we know that recognising success helps build and strengthen relationships and a sense of accomplishment for everyone.

Positive praise is our most frequent reward, to individuals and groups of children who are following our school rules and demonstrating our Christian values. We present 'value' and 'learner' awards to children in celebration worship each Friday to recognise the children's achievements and a gold star award for children that deserve a special mention from any member of staff in school; this could be for showing good manners or going 'beyond expectations' in some way. Our children in nursery and reception class are also able to choose learning they are proud of to display on their 'proud patch' in the classroom each week.

Consequences

'Punishment doesn't teach better behaviour, restorative conversations do' Paul Dix

We are an educational institution, it is our job to help children in or care to learn. There are academic aspects of learning but there is also the social aspect of learning. Good behaviour is an important aspect.

When a child isn't demonstrating the good behaviour we expect we need to help them learn what is expected. For low level unwanted behaviour this could be a brief reminder of what is expected verbally, through a non-verbal cue, or time practising the correct behaviour. These actions are educational consequences.

We know that we need to feed back on behaviour as quickly as we can to help the unwanted behaviour to stop, therefore the reflection or practising of expected behaviour will be the next possible time such as the next playtime or within a lesson if required. This will be carried out by the class teacher or teaching assistant as they will have the best developed relationship with the child.

Additional consequences to lower level unwanted behaviour may include:

- Verbal reminders about expected behaviour
- Visual cues – adult look/expression or indicating to a visual image
- Moving children to work/play in a different area
- Time with the class teacher or teaching assistant to reflect on their behaviour
- Redoing or improving their work
- Missing some of their playtime to facilitate a reflective conversation
- Spending time with the adult on duty at playtime
- Speaking with the parent/carer

When unwanted behaviour is persistent, or is dangerous to the safety of others or school property there will also be the involvement of the HT/AHT and parents/carers. There will still be restorative conversations and/or time practising the expected behaviour, however this may also include the HT/AHT and could require additional time supporting the child to understand the impact of their behaviour and how to rectify the situation.

On occasion we may also need to consider a protective consequence, where time away from class or loss of playtime is required. This is to ensure that we can maintain the safety and well-being of all and that the learning of others is not disrupted.

Additional consequences to higher level unwanted behaviour may include;

- Time with class teacher/HT/AHT reflecting on behaviour and engaging in a restorative conversation
- Completing learning in another part of school
- Missing morning playtime or lunchtime play
- Parent/carer meeting and sharing agreed next steps
- Support from the special educational needs and disabilities co-ordinator to create an individual behaviour plan

In extreme circumstances, fixed term or permanent exclusions will be considered in line with the Exclusion Policy and in agreement with DSAT.

We recognise that all behaviour is communication and unwanted behaviour can be an indication of other needs. We seek the support and advice of specialists as and when relevant. This could include the use of specialist advisors, social care, early help and family workers and medical and mental health professionals.

Just as we aim for consistency and predictability with our daily core routines, children and adults benefit from consistency with approaches to addressing behaviour. We use scripts to help address ad discuss behaviour. This allows children and staff to have familiarity and predictability at times when emotions can be less regulated. Our approach is to help understand the reasons behind behaviour, to help the child look at the impact of the behaviour, to reflect on what happened and how to rectify the situation and avoid it happening again.

Recording of Behaviours in School

Where a high-level incident of behaviour has occurred or there are incidents of reoccurring low-level behaviour we use our management tool 'Arbor' to record this. This allows us to track behaviour. It is the responsibility of the member of staff involved to record the behaviour which will then be seen by the HT/AHT. We know that at times behaviour is linked to a wider picture that might reflect a safeguarding issue. When this is the case, we also log behaviour on 'My Concern, our safeguarding software.

Communication and Parental Partnerships

We value the support and involvement of parents and carers. Successful partnerships always result in better outcomes for behaviour with children. If there have been high-level or persistent low-level unwanted behaviour we will ensure that parents and carers are informed. We understand that some behaviour is a result of additional needs or circumstances and expectations that happened to the child outside of school. When behaviour is affected by these influences, communication and partnership between school and home is key. We aim to work with parents and carers to help find the best way to support and improve behaviour.

Roles and Responsibilities in Promoting Positive Behaviour

The Headteacher will:

- Implement the school and trust's behaviour policies consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Ensure the health, safety and welfare of all children in the school
- Maintain, monitor and keep records of all reported serious incidents of behaviour
- Meet with parents/carers when necessary
- Seek feedback from children on behaviour across the school
- Report to the Academy Standards and Ethos Committee on behaviour in the school and the implementation of the policy
- In very exceptional cases, with the approval of the CEO, the headteacher has the responsibility for give fixed-term exclusions and for very serious acts of anti-social behaviour may permanently exclude a child

The Assistant Headteacher will:

- In the headteacher's absence, deputise for the headteacher
- Support the implementation of policies by supporting school staff and the headteacher in ensuring consistency of approach across the school
- Be available to support and stand alongside staff
- To help reflect and work out next steps
- To reinforce and embed the learning/message
- To help with conversations with parents/carers
- To help problem solve
- When necessary to seek the support and advice of external agencies

All staff will:

- Ensure children know about and understand the expectations for behaviour in class
- Follow the school's approach to behaviour to support the school's consistent approach
- Be a positive role model
- Acknowledge positive behaviour
- Help children with understanding how to manage and make good choices about their behaviour
- Ensure that children listen and are listened to
- Record and track unwanted behaviour, identifying patterns and their possible causes where necessary
- Inform parents and carers about issues relating to their child's welfare and behaviour and where necessary, work with them to address these

Children will:

- Respond positively to the school expectations for behaviour
- Follow and model the school's vision and values
- Work hard to be ready, respectful and safe in school
- Work with staff and parents to discuss and resolve issues when they occur
- Develop an increasing awareness of their own emotions and actions and take responsibility for these

Parents and carers will:

- Support the school in promoting positive behaviour at home to help with consistency between home and school
- Help model the school's values and support children to be ready. Respectful and safe
- Help to work in partnership with the school when reasonable actions have been taken to support their child develop good behaviour
- Contact the class teacher if they have concerns
- If concerns remain, contact the headteacher
- Contact the school if they feel their child's behaviour, in or out of school, is impacting on their emotional well-being

ASEC and the Trust will:

- Support the school in the implementation of the policy
- Give advice when necessary to the headteacher about disciplinary issues so that they can take this into account when making decisions about behaviour issues
- Review the effectiveness of the policy
- If necessary, be involved in any exclusion panels and hearing panels

SEND and Equal Opportunities

Whilst we need to take consideration of the needs that our children with SEND have, it is important that we continue to have high expectations of all our children. In some instances, a child's SEND needs may need to be considered when managing behaviour. For example, a child with autism may not understand a verbal request and might respond more effectively to a visual instruction. Although it does not follow that every incident of misbehaviour will be connected to a child's SEND, we need to be considerate of those needs.

When a child is identified as have SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided, alongside the teaching of behaviour expectations. We believe that effective teaching and learning, including teaching of behaviour expectations, stem from having a positive relationship with the children. Using our understanding of each child, we endeavour to anticipate moments where children need additional support to make positive behaviour choices. This support will often form part of a child's IEP or individual behaviour plan and could include movement breaks or visual prompts for example.

We will not assume that because a child has SEND, it must have affected their behaviour on any given occasion. However, we will give careful consideration as to whether the SEND has contributed to any misbehaviour and manage this behaviour appropriately, maintaining the child's dignity and respect.

On some occasions it might be appropriate to consider reasonable adjustments in how we help a child reflect upon their behaviour. We will always try to understand the underlying cause of behaviour and reflect upon the support that a child might need to flourish

Monitoring, Evaluation, Review

- All staff have the responsibility to record and report unwanted behaviour.
- Where a high-level behaviour incident has occured it will be recorded on 'Arbor'
- HT/AHT will use 'Arbor' to track and monitor behaviour and take action to respond to patterns of behaviour if they arise
- Where needed, the HT/AHT will support staff in responding to behavioural incidents
- The effectiveness of this policy will be regularly monitored by HT/AHT and the ASEC
- The school will seek to gain feedback from all stakeholders (pupils, parent/carers and staff)
- The policy will be reviewed in line with the review cycle, but the school may choose to review the policy earlier if there are recommendations on how it may be improved

Links to other Policies

- DSAT Behaviour Policy
- Keeping Children Safe in Education
- DSAT Exclusions Policy

To be reviewed **September 2027**