

# **Crawshawbooth Primary School**

## Behaviour & Relationships Policy

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# Our Expectations

Be Ready, Be Respectful, Be Responsible and Be Safe

## 1. Introduction

At Crawshawbooth Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

**The fair and consistent implementation of our Relationship Policy is everyone's responsibility.**

We have carefully considered and analysed the impact of this policy on equality and the possible

implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

## Rooted in Kindness

- Children feel valued
- A kind approach
- Positive atmosphere
- Deals with negatives in a kind and controlled way

## Aims

Through this policy we aim to:

- A consistent and calm approach to, and use of language for managing behaviour.
- Set expectations.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

- Celebrate the positive.
- Treat every child equally but not the same.
- Children to follow our school values: Respect, Resilience, Curiosity.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.
- Promote equal opportunities and instill a positive attitude towards differences.

## Behaviour for Learning

### Be Ready, Be Respectful, Be Responsible and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has four simple rules: '**Be Ready, Be Respectful, Be Responsible and Be Safe**', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations.

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

## The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- **Consistent, calm adult behaviour.**
- **First attention for best conduct.**
- **Relentless routines.**
- **Prepare for difficult conversations**
- **Restorative follow up.**

## Roles and Responsibilities:

*'The culture is set by the way the adults behave.'* Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the relationship policy. Senior leaders and Governors are responsible for supporting staff to implement the policy.

### All Staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful, Be Responsible and Be Safe'
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch students doing the right thing and praise them in front of others •Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion
- Lead by example. Appropriate behaviour is modelled and taught by staff.

## Rewards

Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the 'recognition' whiteboard in the classroom.
- A postcard home
- Dojo points given for good playground or PE behaviour, or for exceptional work
- An individual token award e.g. Sticker.
- A visit to another member of staff / HT for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented in Celebration Assembly
- Golden Book – Any member of the school team is encouraged to add to this book. The Golden Book is read out during Celebration Assemblies
- Hot Chocolate with the Headteacher on a Friday

## Above and Beyond Recognition

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act.

Children's names will be written on (recognition boards) when they have exhibited the target behaviour or behaviour for that day or week. The target behaviours maybe linked to the Crawshawbooth values. The aim should always be for the whole class to get on the board. in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practice.

Children are praised publicly and reprimanded in private.

## STEPS

- Sir and Miss
- Thank you
- Excuse me
- Please
- Smile

## SHAPE

- Full sentences
- Hand away from mouth
- Articulate
- Project
- Eye Contact

## Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

## Behaviour Strategies

For our stepped strategies please see 'Crawshawbooth Behaviour Strategies' document.

## Persistent Poor Behaviour

Repeated poor behaviour results in parents being notified either through email, phone call or direct conversation. These should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, the class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the pastoral team to devise an individual support plan.

## Interventions

Pupils who have greater behavioural needs will be supported by school through the use of a targeted intervention. The Behaviour Lead will meet with the pupil's parents/carers and class teacher to determine the pupil's main behavioural 'needs'. A 'roadmap' will be developed to strategically outline what intervention is required to target their needs. The roadmap will also include next steps for the pupil and evaluate the effectiveness of the intervention. The intervention would run as long as is necessary for the pupil and will be reviewed at least every half term.

## Consistency

Any child that is on a Behaviour Map or has a behaviour target on their IEP should have their strategies discussed with all teaching staff or anyone who comes into contact with that child e.g. member of welfare staff or after school club. Strategies should also be shared with child's parents/guardians so that strategies can be used at home. Research shows that consistency is key when it comes to dealing with negative behaviour.

## Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be completed during child's break time.

## Serious Behaviour Incidents

When dealing with severe behaviour, we will miss out the stepped approach and immediately involve the Headteacher. The following are examples of severe behaviour.

Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing
- Damage to school / others / own property

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Serious incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All serious incidents should be recorded on CPOMs.

Very severe incidents or repeated serious incidents should be discussed with Behaviour Lead and a Behaviour Map should be created.

## SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

## Support agencies

If behavioural difficulties continue the Head, SLT, SENDCo or Family Liaison (GW) will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

## Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

## The role of the parent

At Crawshawbooth, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Only staff who have been trained in Physical Restraint (TeamTeach) should restrain a child.

Incidents of physical restraint must:

- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

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.

## Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

## Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

## Preventing bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but we recognise that emotional bullying can be more damaging than physical.

## Prevention

Our response to bullying does not start at the point at which a child has been bullied. We take a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

## Reporting bullying

The school records

- What has happened
- How the school found out about it
- What actions the school took
- What type of bullying it was

## Cyberbullying

As a school we work closely with the police to make pupils aware that cyberbullying is unacceptable and that some of this behaviour could be illegal. As a school if we identify unacceptable online behaviour, a police officer comes in to speak with the pupils about the legal implications of their behaviour and actions. School based sanctions and restorative punishments such as writing a letter of apology or attending school based community service sanctions. Parents are notified of actions and consequences.

This policy creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

**The Equality Act 2010** requires public bodies 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

## Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, we will report our concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

We have an Anti-Bullying Policy which clearly outlines the way in which bullying is tackled within school.

## **Confiscation of inappropriate items (includes statutory guidance)**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
  - a. Knives and weapons
  - b. Alcohol
  - c. Illegal drugs
  - d. Stolen items
  - e. Tobacco and cigarette papers
  - f. Pornographic images
  - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

At Crawshawbooth Primary School, confiscated items will be stored in the teacher's desk unless they are considered dangerous, contentious, offensive or of high value in which case they will be stored in the office. Parents will be alerted in such cases.

**Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.**

## Complaints Procedure

We have a Handling of Complaints Policy, which is available from the school office and school website.

With regard to complaints or allegations made against staff members, the following official guidance will be borne in mind:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Policy written 3.09.23

Consulted with staff, parents and children on 02.09.24.

Policy approved by governors on 05.10.24

This policy should be reviewed annually or as necessary.

## Appendix A: Rights and Responsibilities:

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with consideration and respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take responsibility for their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues.</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment in which all children can learn.</li> <li>• To treat pupils with consistency and respect at all times.</li> <li>• To foster good relationships, leading by example.</li> <li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>• To work as a team, supporting and encouraging each other.</li> </ul>
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> </ul>

<ul style="list-style-type: none"> <li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children attend regularly and on time.</li> <li>• Be aware of the strategies of the school and reinforce these at home.</li> <li>• Promote good behaviour, politeness, courtesy and consideration for others.</li> <li>• Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>
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## Appendix B: A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive notes and give wrist bands – approximately 2/3 per day.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
- **Habits of adults who manage behaviour well:**
- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

## Appendix C: A model of positivity –Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

### **How to land a difficult message, softly:**

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

### **Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
<p>'It wasn't me.'</p> <p>'But they were doing the same thing.'</p> <p>'I was only...'</p> <p>'You are not being fair.'</p> <p>'It's boring.'</p> <p>'You are a ... (name calling).'</p>	<p>'I hear what you are saying...'</p> <p>'I understand...'</p> <p>'Maybe you were ... and yet ...'</p> <p>'Yes sometimes I may appear unfair...'</p> <p>'Be that as it may...'</p> <p>'I am sorry that you are having a bad day.'</p>

### Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

## Characteristics of Learning

**Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage, Listening Stepped Sanctions-**

In private

1. **Reminder of Rule**-repeat as necessary
2. **1st Warning** - "Think carefully about your next step."
3. **2nd Warning** 2 minute inconvenience at next break/lunch.
4. **3rd Warning** -in class, or another classroom
5. **4th Warning** - See Headteacher
6. **Restorative conversation**-5 minutes with key adult (more than 1 in a day=Email/ Phone Call home.)

## Uncompleted Work

Work sent home for completion with a slip for parents to sign and return.

## Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by the actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

## **Serious Behaviours**

**Physical violence, swearing, racism, homophobia.**

Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.