

Crawshawbooth Primary School

Behaviour and Relationships Policy 2026

September 2026

Review Date: September 2029

Translations of this policy are available on request.

Our Expectations

Be Ready, Be Respectful, Be Responsible and Be Safe.

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.

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.
- 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](#).

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

Behaviour Curriculum

At Crawshawbooth, we have a behaviour curriculum. We teach this curriculum during our Value weeks and incidentally when something arises.

The curriculum covers areas of our policy that children need to be aware of and the expectations that we have.

The curriculum content includes:

- Our values
- Moving around school
- Routines
- Completing work in books
- Playtime behaviour
- Lunchtime behaviour
- Preventing bullying
- School Uniform
- Attendance and Punctuality
- Behaviour outside of school

The curriculum is shared with staff during a staff meeting and will be given to new members of staff on induction.

The curriculum is will be adapted and updated when required.

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

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.



CRAWSHAWBOOTH BEHAVIOUR STRATEGIES

**Wave 3:
Behaviour Interventions**

**Wave 2: Persistent disruption
or challenging behaviours**

**Wave 1: Low level
disruption**

**Proactive
Strategies**

CRAWSHAWBOOTH BEHAVIOUR PYRAMID



Proactive Strategies.

Clear limits and structures

- Set high expectations.
- Be clear with what you expect from the children including using Respectful Listening and Respectful walking.
- Routines and consistency.

Learning environment:

- Visual timetables
- An organised classroom creates a calm space.
- SEND: 'Now and Next' board, calming boxes.
- School values displayed and referred to.
- Reduce clutter in classrooms particularly on pupil tables.
- When using ipads with the children, staff should have a 'screen down' policy with the children or use Apple Classroom to lock all screens when teaching so all children are listening.

Positive behaviour management

- Praise and encouragement: verbal, positive and specific feedback.
- Focus on efforts and not achievements. E.g. 'You have worked so hard on your spelling' as opposed to 'You're so good at spellings.'
- Building relationships: knowing and understanding children. Knowing you're on their side. Making fair judgements.
- Rewards, incentives and celebrations may include:
 - Dojo points,
 - certificates and shields
 - prize boxes,
 - Above and Beyond boards

Teaching and modelling

- Teaching Behaviour using Crawshawbooth Behaviour Curriculum
- Teaching behaviour within PSHE.
- Modelling politeness and school values with each other overtly.

Wave 1 Low level disruption

Step 1:

- Positive verbal redirect – praise a child/children that are displaying correct behaviour. This gives the attention to someone who is doing the right thing.
- Re-engagement strategies – redirect children's attention to what they should be doing.

Step 2:

- Non verbal cues
 - eye contact with child /children not displaying correct behaviour,
 - gesture to child what they should be doing e.g. point to your ear to gesture that they should be listening.
- Reminder of expectations – verbally remind child /class of expectations.

Step 3:

- Warning of consequence: remind child /children of their behaviour and expectations and warn them of consequence.
- Give choice: E.g. you can complete your work now during our lesson or you can complete it during break time.
- Put dot next to child's name on laminated desk list. (Warning)

Wave 2

Persistent disruption & Challenging behaviours

Sanctions

- Child/children should miss part or all of playtime (depending on severity of behaviour).
- Amount of play time missed can be given in stages if behaviour is repeated:
 - 5 minutes,
 - 10 minutes,
 - Full play.
- Being moved to a different class in different department if being persistently disruptive (member of SLT or Head Teacher). Children should be sent with an adult who will walk to the other class with work to complete.

Restorative Follow Up

A restorative follow up discussion should be had with child following sanction. This should include asking the child what went wrong and strategies for improving behaviour in the future. A reflection sheet may be filled in by the child or the adult with them.

Wave 2

Persistent disruption & Challenging behaviours

PE lessons

- In PE lessons children need similar structure to in class lessons.
- Routines should be consistent where possible
- Staff should have high expectations of the children and these should be discussed before the lesson begins and reminded throughout the session.
- Children should be reminded to show 'Respectful Listening' during PE lessons.
- Staff should have a premade PE grouping document where children are grouped into pairs and fours.
- This should be displayed in the classroom and given to adult or coach who is teaching session .
- These groupings can remain the same all year unless they need to be adapted due to pairings that are not working.
- Teachers should ask children to gather in an area and sit down to listen to adult when teaching them and demonstrating a new skill. or activity
- Children should not have equipment in their hands when adult is teaching.
- Warnings still apply in PE and if children are repeatedly disruptive after warnings, adult can move them to another classroom and they can write up a summary of the lesson or activity as their work.

Lunch time - Dinner hall

- If a child drops food or litter on the floor accidentally they should pick it up or tell an adult.
- Food and litter should not be dropped purposefully.
- Children should only eat their own lunch and not eat other children's.
- They should sit on their own seat and not stand up when they are eating. They should remain in their seat until they are leaving.
- Children should clear their trays and walk out of the hall respectfully to the playground or back to class.
- Staff can give warnings to children following wave 1 and 2 and sanctions can include moving children to another seat after warnings or missing part of their play time.

Break times and lunch times - Outside

- Children are expected to be respectful towards each other and staff when on the playground.
- They should always keep their hands to themselves and play games which don't involve hurting each other.
- Staff can give warnings to children following wave 1 and 2 and sanctions can include giving children a time out whereby they stand with the adult on the playground for a specified period of time after warnings.

Wave 3

Behaviour Intervention

SENDCO

- If a child's needs appear to be linked to a special need refer to SENDCO.
- Include a behaviour target as one of the IEP targets.

Behaviour Plan

- If a child is persistently getting to stage 3, consult with Behaviour Lead.
- Behaviour lead may observe child in setting where behaviour occurs e.g. playground or classroom.
- A behaviour plan will be created on Insight with support of Behaviour Lead.
- Behaviour plan will set out strategies to support them.
- Strategies should be used in school and at home.
- Behaviour plan will be shared with parents and child (separately).
- Plan to be shared with staff in department and school so strategies can be followed consistently.
- Any child that is on IEPs with behaviour related targets should also have targets shared with department and teaching staff.

Persistent Poor Behaviour

Repeated poor behaviour results in parents being notified either through email, phone call or direct conversation. These should be recorded on Arbor. 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 behaviour 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 Behaviour Plan will be developed to strategically outline what intervention is required to target their needs. The Behaviour plan will also include supportive strategies for the pupil. Any intervention would run as long as is necessary for the pupil and will be reviewed at least every half term.

Interventions may include but are not limited to:

- Personal zones of regulation
- Focus zone - using cardboard screen
- Lego therapy
- Soft start
- Social stories
- Safe spaces to calm down.

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 consequence. 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 Arbor. Very severe incidents or repeated serious incidents should be discussed with Behaviour Lead and a Behaviour Plan 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 and SENDCo 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 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 /Arbor 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.

Monitoring & Evaluation

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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 illegal online behaviour, a police officer may come 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. The incident and consequence will be logged on CPOMS.

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.

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

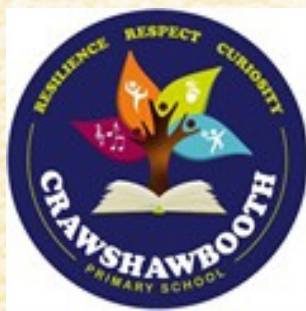
At Crawshawbooth Primary School, confiscated items will be stored in the teacher's desk unless they are considered dangerous, contentious, offensive or of high value in which case they will be stored in the office. Parents will be alerted in such cases. Weapons and knives and extreme or child pornography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

Appendices

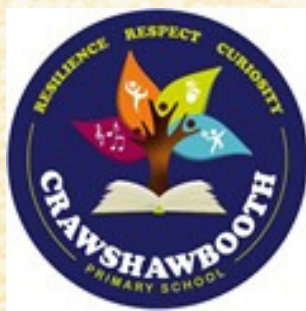


Respectful Listening

At Crawshawbooth,
Respectful Listening means:

1. Facing forwards
2. Hands together
3. Sit up straight
4. Never interrupt
5. Track the speaker

We use 'Respectful Listening' to show respect and ensure everyone is learning without distraction.



Respectful Walking

At Crawshawbooth,
Respectful Walking means:

1. Facing forwards
2. Walking at a steady pace
3. In a straight line
4. With hands by your sides
5. Without talking

We use 'Respectful Walking' to move
around school safely and quietly.