



Cranbrook  
Primary School

## Behaviour and Discipline Policy

**Signed by:**

**Chair of Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_

|  |                      |
|--|----------------------|
| Committee with oversight for this policy                 | _____ Committee      |
| Policy to be approved by                                 | Full Governing Board |
| Policy last ratified and adopted by Full Governing Board | (Date)               |
| Policy/Document for review                               | (Date)               |

## Our School Vision

Equity for all

## Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

## Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

### STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Behaviour is everyone's responsibility.
- Every day is a fresh start.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved annually by the full governing body.

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## INTRODUCTION

This is one of the key policies for the school in relation to our role in Safeguarding all our pupils and KCSIE (click [here](#) to view).

## AIMS AND EXPECTATIONS

The primary aim of Cranbrook Primary School is that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. Cranbrook Primary School aims to promote an environment where everyone feels happy, safe, and secure and where pupil wellbeing is a key focus for all staff.

At Cranbrook Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation, child on child abuse, exploitation and other high profile areas of concern as mentioned in KCSIE.

The school has a number of rules, although this policy is not about rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this Behaviour and Discipline Policy in a consistent way.
- We recognise that there will be exceptions where it will be necessary to implement a personalised approach for some children. In these circumstances we aim to support our pupils through an Emotional Well-being Support Plan (EWSP) or Pastoral Support plan.
- This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter inappropriate or anti-social behaviour.
- All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.
- It is compulsory to apply measures that will encourage good behaviour and prevent all forms of bullying. Details of our school's approach to preventing and addressing bullying are set out in our Anti- Bullying policy.

## PROCEDURES

Procedure for Logging Behaviour on CPOMS (CPOMS is the software application for monitoring child protection, safeguarding, behaviour and a whole range of pastoral and welfare concerns)

All low-level disruptions, including playtime and lunchtime incidents, will be logged on CPOMS under the heading of 'Low level disruption'. This allows for the class teachers and Phase Leader to monitor and look for any patterns of undesirable behaviour which can then be dealt with appropriately.

Reflection time will be used as a sanction (alongside mediation) for children to better understand the impact of their negative actions and to learn strategies on making better decisions. Behaviour incidents will be logged onto CPOMS.

During play and lunchtime, there is a two-step approach to dealing with inappropriate behaviour:

- Step 1: Time out
- Step 2: Further investigation required. The middays will record incidents in their note books and inform their class teacher of the details. If the incident is deemed to be more serious, the class teacher or phase leader will follow up with any further actions.

Reporting to parents, on incidents of disruptive behaviour, is the responsibility of the class teacher. The escalation procedure should then be Phase Leader, Behaviour Leads, DHT and then HT. Very serious incidents may not need to follow this procedure and SLT need to be informed immediately – Please see appendix for Escalation Process Table.

We recognise that there some children may need a personalised approach; we will support these children through an Emotional Well-being Support Plan (EWSP, Pastoral Support plan (PSP)) or a Safety and Well-being Contract (SWC).

Behaviour Categories. Child on Child Abuse involves a broad category of behaviours. We have identified the following behaviour categories that need to be logged on the system. Bullying vs Incident: 'Bullying' is logged once this is confirmed (by an SLT member) after an investigation. 'Incident' is logged when an incident has occurred but the behaviour has not been confirmed as bullying.

### Behaviour Categories:

- |                        |                      |                           |
|------------------------|----------------------|---------------------------|
| • Cyberbullying        | • Physical bullying  | • Verbal incident         |
| • Cyber incident       | • Physical incident  | • Damage to property      |
| • Disability bullying  | • Racist bullying    | • Gender related bullying |
| • Disability incident  | • Racist incident    | • Gender related incident |
| • Homophobic bullying  | • Radicalisation     | • Sexualised behaviours   |
| • Homophobic incident  | • Religious bullying | • Child on child          |
| • Low level disruption | • Religious incident | • Emotional support       |
| • Online Safety        | • Verbal bullying    | • Voice of the child      |

## WHOLE SCHOOL APPROACH

We take our role in caring for our children very seriously and aim to work with them to enable them to 'have a voice' and develop resilience. This includes playing a key role in helping the perpetrator (also a victim), to recognise the impact on the victim and become more self-reflective and considerate.

### Why have a whole school approach?

Every member of staff working in the school must be **consistent** in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- **Consistency** and security for the children;
- **Consistency** and security for parents/carers;
- Elimination of ambiguity for staff;
- Support for ECTs, supply staff and non-teaching staff;
- Ease in establishing good behaviour.

It is the responsibility of all staff to consistently apply the school policy at all times, not only with the children they personally work with, but with every child in the school whatever their age. Staff have a collective responsibility to support each other in this task.

### Expectations of Staff

- Staff model high standards of behaviour and are positive role models for our students.
- All staff are expected to follow the hierarchy of rewards and sanctions.
- Display the school values of Equality, Respect, Resilience and Kindness in class and refer to them regularly.
- Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- Use adherence to the school aims and values as a measure of good behaviour.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- Deal with problems calmly; using the language of a values-led school. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes.
- Escort the children round the school, ensuring all children are monitored-stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
- Be as consistent and fair as possible in the use of rewards and sanctions.
- Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- Have a rigorous record keeping system for recording incidents and tracking behaviour.
- Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.
- Assertive discipline does not destroy children's self-esteem.
- Every day is a fresh start.

### Expectations of Parents/Carers

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## **Pupil code of conduct**

- We are proud of Cranbrook Primary School.
- We adhere to our School Values
- We are always kind and considerate and look after each other.
- We respect our school and look after our school and each other's property.
- We listen carefully to others and respond using our best manners and body language.
- We show respect to one another.
- We all have the right to feel safe and to tell someone if we need help.
- We always tell an adult if we need to leave the classroom.
- We understand how our behaviour can impact on our own and others learning.
- We understand the importance of good hand hygiene and good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it).

## **Transition around the school**

We expect our children to follow Cranbrook's motto of the **3 S** - '**Straight**', '**Smart**' and '**Sensible**' as they walk around the school. Our teachers will remind children of our **3 S** and there will be consistently shared language that will enable us to embed safe transition around the school.

## **Mental Health and Emotional Well-Being**

At Cranbrook Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning, achievement and behaviour. All children go through ups and downs during their school career and some face significant life events. We aim to support these children through a personalised approach.

## **Rewarding Good Behaviour**

How do we encourage good behaviour at Cranbrook Primary School?

- By praising and encouraging achievement and behaviour in all areas of school life, referring to the agreed school values.
- By sharing and celebrating achievement with other members of the school community and parents/carers through assemblies and the newsletter.
- By being polite and encouraging the children to do likewise.
- By being aware of the example we set in our interaction within the school community.
- By valuing the individual gifts and talents that every member of the school community has to offer.
- By having high expectations with regard to behaviour and making these clear to all members of the school community.
- By having simple rules and expecting children to keep them, with regular reminders.
- Procedures for rewarding good behaviour.

## Praise

When children follow the school expectations and behave well, they can receive positive and specific feedback from any member of staff in school.

- **Green merit Certificates**

From Reception to Year 6, teachers and staff will award children a green merit (KS1/LKS receive a paper copy, UKS2 is added directly to the class chart). Merits may also be given for good demonstration of 'living our values' inside and outside the classroom. A chart to record merits will be kept in the class.

- **Blue Merit certificates**

When each child collects 5 green merit certificates, they then get a blue merit certificate in the year group assembly). Only Reception-Year 3 will receive paper copies. In Years 4-6 a chart will be kept of the merits given.

When each child collects 25 green merit certificates / 5 blue merit certificates, they receive a gold certificate from the class teacher, which they bring to show to the headteacher.

- **Gold Certificates**

The gold certificate will be presented in a Celebration assembly. Each child achieving this will be able to choose a prize from the Headteacher's treasure chest. The names of the children receiving Gold Awards will be announced in the weekly newsletter.

- **Stickers for Significant Achievement**

Staff can reward children by giving stickers for achievements, learning, behaviour, good effort or attitude at lunchtime, as appropriate. Children will be sent to the Head teacher by their teacher when children have made a significant personal achievement at school. This could be around their learning (for example, learning to count up to 50), or it could be around their social achievement (for example, learning always to use good manners). The child will be able to wear their sticker immediately, and their name will be announced in the newsletter weekly.

- **Whole Class Rewards**

Each class will do this on an individual basis. The class will have a discussion about a treat that they will work towards (small privileges). Whenever any child in the class 'goes the extra mile' (for example, looking after a child who may have fallen over or offering to do a special job for a member of staff, they will be able to put for example a marble in the jar. Then the jar is full, the class can plan their treat with the teacher.

- **Achievement of the week**

The achievement of the week will be chosen for specific subjects each week and will be displayed outside their classroom. The work will be shown and celebrated during assembly and the child's name will be recorded in the weekly newsletter.

- **Values Award of the week**

### **Equality, Respect, Resilience and Kindness**

The Values Award of the week will be given to one child per year group. They will be selected by the Phase Leaders and will be given the Values award by having their name displayed outside their classroom and recorded in the newsletter.

## Consequences of Poor behaviour

- Two warnings, with a clear explanation after each warning, so that the child may reflect on their behaviour and impact on their learning and the learning of their peers.
- Time out in their class (5 minutes)
- Time out in a parallel class (10 minutes)
- Loss of the privilege of playtime
- In extreme circumstances or for repeat offences the following may be used:
- Internal suspension
- Fixed term suspension
- Permanent exclusion

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site in instances such as:

1. Taking part in any school-organised or school-related activity (e.g. school trips)
2. Travelling to or from school
3. Wearing school uniform
4. In any other way identifiable as a pupil of our school
5. Using social media or other communication means for inappropriate behaviour
6. Sanctions may also be applied where a pupil has misbehaved off-site at any time whether or not the conditions above apply, if the misbehaviour:
7. Could have repercussions for the orderly running of the school
8. Poses a threat to another pupil or member of the public
9. Could adversely affect the reputation of the school
10. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## Suspensions and Permanent Exclusions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. There are times where the Head teacher will have to apply the exclusion policy as a consequence to extreme behaviour – please refer to the Suspension and Permanent Exclusion Policy

## Positive Handling Plans

At Cranbrook Primary School, restraint is a last resort and will only be used in exceptional circumstances. However, there are times when it may be necessary to positively handle a child due to a risk to the safety of themselves, other pupils, staff, visitors, or where there is a risk of serious damage to property [this is in line with Education Act 1996 (Section 550A)].

If a child is held, a member of SLT will inform the parents/carers of the event and a report of the incident will be recorded in a bound book. Please see the Positive Handling Policy for more information.

## **Searching children suspected of having prohibited items**

If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc., if they are not willing to hand over the items. There must be reasonable grounds to the search to be initiated. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present. If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called. In the event that the police are on the premises to search or question a pupil:

- A member of staff WILL be present for any questioning or searches
- The school will retain a duty of care to the pupil and should advocate for pupil wellbeing at all times.

## **Zero-tolerance to Racism and language of intolerance**

At Cranbrook Primary School we have a zero tolerance to racism and or language of intolerance. We are an anti-racist establishment and committed to addressing racism in any form. All children and families at Cranbrook have the right to be treated with respect and to feel safe with regard to their individual ethnic background and identity. Children have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Families (and pupils) should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved. Please see the Equality policy. As mentioned above, The Olive Room support is provided to the victim and the perpetrator is also given support with the Learning Mentor to revisit the school values of equality, respect and to spend time educating them so that they understand that racism and racist language is unacceptable and has no place in society.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

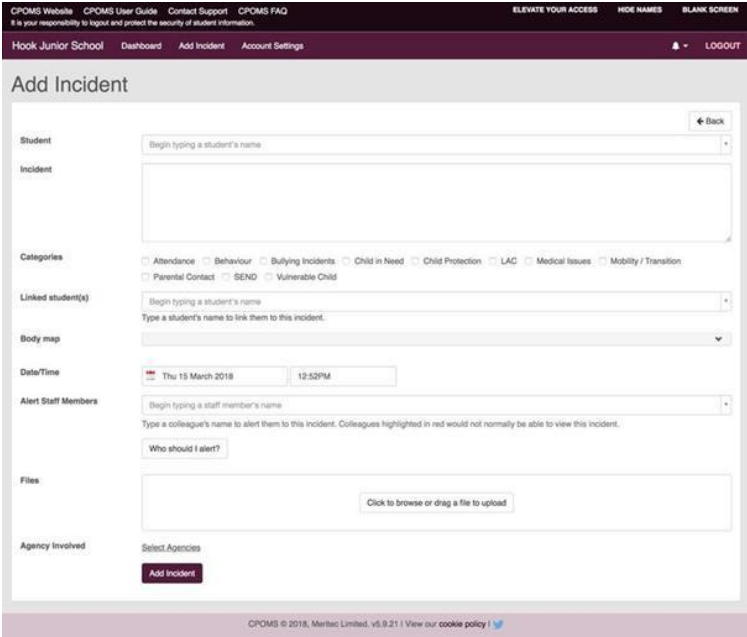
The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include:

- Clear processes for responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

# Logging Behaviour Incidents Electronically Recorded on CPOMS]

## Adding an Incident



The screenshot shows the 'Add Incident' form in the CPOMS system. The form is titled 'Add Incident' and is part of the Hook Junior School dashboard. It includes the following fields and options:

- Student:** A dropdown menu with the placeholder text 'Begin typing a student's name'.
- Incident:** A large text area for describing the incident.
- Categories:** A set of checkboxes for selecting incident categories: Attendance, Behaviour, Bullying Incidents, Child in Need, Child Protection, LAC, Medical Issues, Mobility / Transition, Parental Contact, SEND, and Vulnerable Child.
- Linked student(s):** A dropdown menu with the placeholder text 'Begin typing a student's name' and a subtext 'Type a student's name to link them to this incident.'
- Body map:** A dropdown menu for selecting a body map.
- Date/Time:** Two input fields for the date and time of the incident, with a calendar icon for the date field.
- Alert Staff Members:** A dropdown menu with the placeholder text 'Begin typing a staff member's name' and a subtext 'Type a colleague's name to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.'
- Files:** A text area for uploading files, with a button that says 'Click to browse or drag a file to upload'.
- Agency Involved:** A dropdown menu with the placeholder text 'Select Agencies'.

At the bottom of the form is a purple button labeled 'Add Incident'. The footer of the page reads 'CPOMS © 2018, Meritac Limited, v5.9.21 | View our cookie policy |'.

Any behaviour incident involving a child must be recorded on CPOMS. The process is started from the CPOMS dashboard select the incident link on the Add Incident link on the purple tool bar at the top of the CPOMS page.

Complete the details as follows:

- **Student:** Type the pupil name; start typing the system will make suggestion for completion
- **Incident:** Describe the incident you are recording; be accurate and specific; if using a student name, make sure this is spelled identically to the student or Linked Student fields
- **Categories:** Select at least one category; you can select more than one if appropriate.
- **Linked Students:** Type the name of any pupil that may be linked to this incident; this will ensure the incident is presented when viewing linked student records. Add as many linked students as necessary.
- **Body Map:** If appropriate, expand the Body Map and add markings to the illustration to indicate where Physical evidence has been identified. Note the number that appears with each mark on the Body Map and refer to this number when describing the physical evidence.
- **Date/time:** Enter the Date and time the incident occurred. These will both default to the current Date and Time.
- **Alert Staff Members:** Add to this list any staff members who should be aware of the incident. Staff will be alerted to the incident via their CPOMS Dashboard (the page they see immediately after login) Staff members who have been selected to receive alert will also receive an email they login to CPOMS and review the incident.
- **Files:** if you have files to support the incident, these can be uploaded here (for example, meeting minutes). Press the upload button or drag and drop a file into the File box.
- **Agency Involved:** Optionally, you can add any agencies that may be involved with this particular incident.
- **Note:** if there are children involved please record initials only in the main Files: incident section.

When you have finished adding all details to the incident, press the Add Incident button to submit the content and record it permanently in CPOMS.