



Cranbrook Primary School and Behaviour Support Provision (CUBE)

Behaviour and Discipline Policy September 2019

Approved by the Governing Body on:

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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 Keeping Our Children Safe in Education September 2019.

1. Aims and Expectations

- 1.1. 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 well-being is a key focus for all staff.
- 1.2. 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, peer on peer abuse, exploitation and other high profile areas of concern as mentioned in Part A of the Keeping Children Safe in Education 2019.
- 1.3. 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.
- 1.4. The school expects every member of the school community to behave in a considerate way towards others.
- 1.5. We treat all children fairly and apply this Behaviour and Discipline Policy in a consistent way.
- 1.6. 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.
- 1.7. 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 anti-social behaviour.
- 1.8. 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.

2. Expectations of Staff

- 2.1. Staff model high standards of behaviour and are positive role models for our students.
- 2.2. All staff are expected to follow the hierarchy of rewards and sanctions.
- 2.3. Display the school values of Respect, Friendship, Equality, Inspiration, Determination, Courage and Excellence in class and refer to them regularly.
- 2.4. Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times- catch the positives.
- 2.5. Use adherence to the school aims and values as a measure of good behaviour.
- 2.6. Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues.
- 2.7. 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.

- 2.8. Be as consistent and fair as possible in the use of rewards and sanctions.
- 2.9. Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- 2.10. Have a rigorous record keeping system for recording incidents and tracking behaviour.
- 2.11. Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

3. Procedures (Appendix A- recording and reporting forms)

- 3.1. 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 issues)
- 3.2. 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 Year Group Leader and Phase Leader to monitor and look for any patterns of undesirable behaviour which can then be dealt with appropriately.
- 3.3. All reflection times will be logged onto CPOMS. Class Teachers will log the incidents under the updated criteria (which also includes Racism, Bullying and Radicalisation). The use of CPOMS will streamline the process of logging behaviour (saving time) and enables SLT to receive an up-to-date (Live) picture of behaviour across the school. The data will be analysed and a monthly report will be presented at SLT meetings. Any patterns that show concern, e.g. a particular year group or gender, will then be addressed through devising an action plan. All reflection times must be reported to parents. Any child receiving 2 or more reflection times in week must see the HT or Deputy HT.
- 3.4. During play and lunch time, there is a three step graduated approach to dealing with inappropriate behaviour:
- 3.5. Step 1: Time out
- 3.6. Step 2: Dinner hall sanction
- 3.7. Step 3: Further investigation required. The midday supervisor will record incidents on CPOMS. If the incident is deemed to be more serious (at the discretion of the Year Group Leader or Phase Leader), the child will receive reflection time.
- 3.8. The data will then be used by:
 - Class teachers to monitor their class
 - Year Group leaders to monitor the incidents within the Year Group and action ways in dealing with any disruptive patterns.
 - Phase leaders to monitor the behaviour tracking fortnightly
 - Behaviour Co-ordinator to analyse the electronic tracking sheets and to take action including meeting child and parents immediately, when the need arises. SLT will be informed of this at all times.
- 3.9. Reporting to parents, on incidents of disruptive behaviour, is the responsibility of the class teacher. The escalation procedure should then be Year Group Leader, Phase Leader, Behaviour Co-ordinator and then SLT. Very serious incidents may not need to follow this procedure and SLT need to be informed immediately.

3.10. Racism and Bullying Logs

The Racist Incident and Bullying Log Files can now be accessed centrally through CPOMS (only by members of SLT)

3.11. Behaviour Categories

Peer on Peer Abuse involves a broad category of behaviours. We have identified the following behaviour categories that need to be logged on the system:

Cyberbullying
Cyber incident
Disability bullying
Disability incident
Homophobic bullying
Homophobic incident
Low level disruption
Online Safety
Physical bullying
Physical incident
Racist bullying
Racist incident
Radicalisation
Religious bullying
Religious incident
Verbal bullying
Verbal incident
Damage to property

3.12. Support offered to Victims and Perpetrators

We consider our role to be critical in supporting all our children, whether they be victim or perpetrator. We would work with both towards conflict resolution and ensure that by using a range of strategies and activities, we develop resilience in the victim, to help them heal from their experience and be better equipped for the future.

We also need to play a key role in helping the perpetrator, to recognise the impact on the victim and become more self-reflective and considerate.

3.13. Peer on Peer Abuse

Peer on Peer abuse can be perpetrated via the above mentioned Behaviour Categories. It is vital to be aware that children can be abused by their peers and older children. This broad category of abuse can be face-to-face or virtual (electronic media). It is the responsibility of ALL adults to be vigilant, take allegations seriously and actively address the concerns through the appropriate channels at school. There is an awareness that incidents may not only be overtly but also covertly perpetrated.

4. Equality Statement (Equality Act 2010)

EQUALITY STATEMENT

We, the adults and children at Cranbrook Primary School, embrace every member of our community and their race, ethnicity, faith, gender, culture, physical and mental ability, beliefs and sexual orientation. We strongly believe that every single person, child and adult, deserves to be treated equally and fairly, and is entitled to equal access.

We recognise that all our members contribute to the life of our school in a unique way bringing varying life experiences, beliefs and cultures. Every person has something valuable to contribute to the learning culture of our diverse community. We value and learn from all our cultures, faiths and beliefs, ensuring that everyone is treated with dignity and respect.

We believe that these underpinning principles will uphold the Cranbrook values of:

Respect Excellence Equality Friendship Courage Determination Inspiration

We expect everyone coming to Cranbrook Primary School to uphold these values and we will challenge any individual or group who does not support this ethos. If we fully encompass the diversity of Cranbrook Primary School, our children today will develop a broad outlook on life which will impact positively on their future tomorrow.

5. Fixed-term and permanent exclusions

- 5.1. We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE September 2017).
- 5.2. Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into permanent exclusion, if the circumstances warrant this.
- 5.3. If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 5.4. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term using the 2019 referral forms and exclusion letters
- 5.5. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- 5.6. The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 5.7. When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 5.8. If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.
- 5.9. Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support our behaviour centre The CUBE (Communication and Understanding of Behaviour for Education), located in the Pavilion Building. In extreme

cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with Social Emotional Mental Health difficulties.

6. Positive Handling Plans

- 6.1. Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- 6.2. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff have regular Team Teach training and are familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.
- 6.3. The school can use reasonable force to:
 - Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
 - Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
 - Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
 - At Cranbrook primary School, restraint is a last resort and will not be used as the norm (see Positive Handling policy 2019)

7. Searching children suspected of having Prohibited items

- 7.1. 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. Should they refuse the Head reserves the right to search their bag without consent, an additional adult should always be present.
- 7.2. 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.

8. Poor behaviour- what the law says (January 2016)

- 8.1. The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably being expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- 8.2. To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Head teacher.
- 8.3. The decision to punish a child and how, must be made on the school premises, but may include the following agreed sanctions:

- 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
- Reflection Time (15 minutes of reflection time with a designated teacher at lunchtime)
- Community Service, e.g. cleaning the hall at lunchtime, litter collection etc.
- Children who receive two reflection times in one week will meet with the Headteacher
- In extreme circumstances or for repeat offences the following may be used:
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Parents/carers will be involved throughout this process.

- 8.4. It must not breach any other legislation such as disability, SEN, race and equalities.
- 8.5. A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- 8.6. Corporal punishment is illegal in all circumstances.
- 8.7. Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

9. Rewarding good behaviour.

- 9.1. 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.
- 9.2. By sharing and celebrating achievement with other members of the school community and parents/carers through assemblies and the newsletter.
- 9.3. By being polite and encouraging the children to do likewise
- 9.4. By being aware of the example we set in our interaction within the school community
- 9.5. By valuing the individual gifts and talents that every member of the school community has to offer
- 9.6. By having high expectations with regard to behaviour and making these clear to all members of the school community
- 9.7. By having simple rules and expecting children to keep them, with regular reminders
- 9.8. 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, children will be invited to nominate each other for a green merit certificate. Each day, five children will be nominated from each class (pupils and staff):
 - **Blue Merit certificates**
When each child collects 5 green merit certificates, they then get a blue merit certificate in the year group assembly.
When each child collects 25 green merit certificates / 5 blue merit certificates, they can receive a gold certificate from the Head teacher.
 - **Gold Certificates**

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

Children can take their Merit certificates home. However, lost merit certificates cannot be replaced so please encourage children to look after them with care.

- **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.

- **Colour House Point System**

'House System' whereby all children and staff are in colour teams of blue, yellow, green and red. Children will be awarded points for good behaviour, manners, effort and attitudes. A House Point Winner Cup will be presented in Celebration Assembly at the end of each month. The winning house will also get a prize at the end of each term.

- **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.

- **Writer and Mathlete of the week**

There will be a writer and mathlete certificate given out on a weekly basis in Celebration assembly. The writer of the week's piece of chosen work will be displayed outside their classroom on the 'Writer of the week' board. The mathlete of the week's work will also be displayed (if possible) near the Maths Display in each classroom.

- **Attendance**

There will be a best class attendance certificate given out on a weekly basis in Celebration assembly. The best class will also receive the Cranbrook special attendance cup that they can keep in their class for the week following their success. Each of the best year groups (97% and over) will receive an attendance certificate as well. The highest attending class at the end of each month will get a £10 note to spend on something for the class.

Every child with 100% attendance will be given a special award. This will be done on a half-termly basis. There will be a special reward for any child receiving 100% attendance at the end of a whole year.

- **Curriculum**

Well-being is not looked at in isolation. It is part of everyday life and at Cranbrook Primary we are building well-being within the curriculum, beyond P.E. and PSHE. The week ends with 'Reflection Time' on a Friday afternoon, where children and adults reflect on how the week has gone. These are great opportunities to allow children to share their thoughts and feelings, to be heard and to develop supportive, empathy and communicative skills. Philosophy for Children (P4C), is taught as whole lessons. Children engage with lessons

through the 4Cs: Caring, Collaborative, Critical and Creative, allowing them to raise and challenge points, thus creating a discussion – with the teacher as a facilitator. We want to develop well-rounded children, who are critical thinkers and confident speakers and can articulate their thoughts and feelings, even when things are not going well for them.

N.B. At Cranbrook school, we do not give any sweets or confectionary as rewards. We also believe that once rewards have been given, they cannot be retracted. The reason for achieving rewards and sanctions must be explained clearly to children.

It is important to note that any behaviour that is having a negative impact on a child's learning will need a Behaviour Plan. For example if the child is too quiet and well behaved and does not ask for support if they do not understand something. Therefore, we would put in an individual reward and behaviour plan to change the behaviour.

10. Staff Development

10.1. Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues. New Rush Hall training will be provided for staff dealing with children with complex behaviours.

11. Managing transitions

11.1. Break time and Lunchtime will be managed accordingly:

- Consistent supervision of all areas by adults on duty.
- Providing a safe, secure, stimulating play environment.
- Approachable and understanding adults to deal with problems.
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.
- Deal with inappropriate behaviour, discuss and enforce sanctions.
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers
- Talk with children and help them understand consequences of their actions.

The following sanctions may be used if it is felt a talk is not sufficient:

- Child to walk round the playground with the teacher beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the Year Group Leader, Phase Leader, Assistant HT, Deputy HT or HT, so that the incident can be dealt with immediately by a member of SLT.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident, to inform the class teacher and refer it to the phase leader and if more serious a member of the Senior Leadership Team.

All incidents should be recorded on CPOMs.

During Assembly

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers by their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are spoken to discretely, but if they persist they will be asked to move place.
- Adults will remain in assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award house points for sensible behaviour during assembly.

Appendix A

Logging Behaviour Incidents – Electronically recorded on CPOMS

CPOMS is linked to SIMS so information is always up to date and accurate

Adding an Incident

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

The screenshot shows the 'Add Incident' form in the CPOMS system. The form is titled 'Add Incident' and is located within a dashboard for 'Hook Junior School'. The top navigation bar includes links for 'CPOMS Website', 'CPOMS User Guide', 'Contact Support', and 'CPOMS FAQ'. The main navigation bar has 'Dashboard', 'Add Incident', and 'Account Settings'. The form itself has several sections: 'Student' with a search bar, 'Incident' with a large text area, 'Categories' with checkboxes for various incident types, 'Linked student(s)' with a search bar, 'Body map' with a dropdown, 'Date/Time' with date and time pickers, 'Alert Staff Members' with a search bar and a 'Who should I alert?' button, 'Files' with a file upload area, and 'Agency Involved' with a 'Select Agencies' button. A 'Back' button is in the top right corner of the form area. At the bottom of the form is an 'Add Incident' button. The footer of the page shows 'CPOMS © 2018, Meritec Limited. v5.9.21 | View our cookie policy |' with a Twitter icon.

Complete the details as follows:

- Student: Type the pupil name; start typing and the system will make suggestions 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 alerts will also receive an email requesting that 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 Files box.
- Agency Involved: Optionally, you can add any agencies that may be involved with this particular incident.
- **Note: if there are other children involved please record initials only in the main 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.

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