The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools

With God's love we grow and learn together

To be an inspirational place of learning. Together, with our community, we strive for excellence enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become independent, reflective learners able to contribute to our ever-changing and diverse world.

Behaviour policy – Mark Cross CEA Primary School

Led by:	Alma Scales (hoS)/ Joanna Challis (EHT)
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Approved by:	FGB 26.09.24
ESCC policy / School	School

Mark Cross Primary School – Behaviour Policy

Aims of this policy

To ensure clear guidance for staff and parents about our culture and ethos regarding behaviour and our approach to supporting the majority of pupils in our school with demonstrating pro-social behaviours. Definitions of different types of behaviour – pro-social, unsocial, anti-social and dangerous anti-social – are explained along with examples of potential consequences for behaviour that does not meet school expectations.

Our approach to behaviour

- To aim for a calm, supportive and enjoyable environment for children and adults alike where progress in all areas of learning, including behaviour, is recognised and celebrated.

- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel safe, comfortable and can learn and play at their best.

- To develop positive relationships which promote self-esteem, independence and selfdiscipline.

- To have a consistent approach to behaviour throughout the school community, supporting pupils to meet school expectations.

- To give children the opportunity to explain an incident or situation from their perspective

- To ensure all members of the school community work together to model and promote prosocial behaviour

- To be an inclusive school where children are supported to become confident, pro-social members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.

We take an inclusive approach to behaviour that prioritises pupils' emotional well-being and mental health. We appreciate that whilst this policy outlines how we support all pupils, on occasions, school staff may need to develop individual plans that therapeutically help pupils to manage their behaviour through the school day. These plans are developed with the class teacher, the inclusion team and senior leadership. Where needed, we will draw on and seek external advice from the East Sussex inclusion team.

We will keep working with each child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn. Routines, processes and systems are in place to ensure a calm, orderly learning environment both inside and outside of the classroom.

We actively teach and promote emotional literacy (having the appropriate vocabulary to express feelings and emotions accurately, using language) through PSHE lessons and staff modelling. When speaking with children, staff will use positive phrasing, limited choice and scripted language. Positive

phrasing promotes the expected behaviour; limited choice and scripted language de-escalates a potential dangerous or difficult situation.

Staff recognise that positive encouragement and rewards promote pro-social behaviour in pupils and help to raise self-esteem. Wherever possible, it is our intention to promote these through recognition of effort and achievement, linking to our Christian values. Along with in-the-moment verbal praise and feedback, the school uses dojo points as a way of acknowledging, recognising and encouraging positive effort in learning and behaviour.

Behaviour at Mark Cross School

In the majority of cases, being clear and consistent about the school's expectations for behaviour and consequences will be effective in managing behaviour. However, there may be occasions where a pupil finds it difficult to demonstrate pro-social behaviours. As a school, we try our best to understand what a child's behaviour is communicating to us and apply strategies to meet their needs.

Pro-social behaviours

Behaviour that is positive, helpful and intended to promote social cohesion which benefits all pupils and staff within the school.

Unsocial behaviours

Not enjoying or making an effort to behave sociably, but not to the detriment of others. Generally, this is quiet non-compliance that does not negatively impact on other pupils' learning. Staff should consider if unsocial behaviour is a communication of negative feelings and support appropriately.

Examples of unsocial behaviours may include:	Possible procedures and consequences may include:

- Leaving the desk /carpet area without permission - Refusing to complete the work /task set - Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc) - Not listening to instructions - Playing/fiddling with equipment - Staring into space / unfocused - Not wanting to join in	1. Reminder of expectations 2. Warning – child will be informed 3. Immediate response from supervising adult 4. Exploratory / restorative conversation 5. Consequence (if applicable) 6. Unsocial behaviour continues, parents to be informed *Consequences may include;* - *Conversations with the child may take place during break or lunchtime* - *Catch up on work missed – may take place during break or lunchtime, in another class or work sent home* - *Further conversations / coaching to explore solutions going forward.* - *Community service for an agreed period of time*

Anti-social behaviour

This is behaviour that is disruptive and impactful to others without being dangerous. Anti-social behaviour will be dealt with by the class teacher unless it is persistent and disruptive when it may require the support of the Senior Leadership Team (SLT).

Examples of anti-social behaviours may include:	Possible procedures and consequences may include:

- Shouting/calling out disruptively	1. Reminder of expectations
- Continued interruptions / persistent disruptions	2. Warning – child will be informed
- Swearing	3. Immediate response from supervising adult
- Answering back, mimicking, name calling	4. Exploratory / restorative conversation
- Verbal abuse towards staff or other pupils	5. Consequence (if applicable)
- Lying	6. Parents to be informed by class teacher
- Refusal to carry out an adult's request	7. Recorded on CPOMs (by staff member who dealt with the incident within 24 hours)
- Distracting and/or disrupting others' learning by shouting, banging, making noises	8. SLT to be informed (via CPOMs)
- Throwing small equipment (not at others)	*Consequences may include;*
- Leaving the classroom without permission	• *Conversations with the child may take place during break or lunchtime*
- Damage to property/pushing over furniture - Stealing	• *Catch up on work missed – may take place during break or lunchtime, in another class or work sent home*
	• *May be removed from classroom to another class, office or supervised space within the school*
	• *Further conversations / coaching to explore solutions going forward.*
	• *Community service for an agreed period of time*
	• *For ongoing or serious incidents ○ Suspension (internal or external) ○ Use of a part-time timetable ○ Referral to appropriate external body – e.g. TASS*

Dangerous anti-social behaviour

This is behaviour that causes harm to an individual, a community or the environment; behaviour that is likely to cause injury, harassment, alarm or distress and behaviour that violates the rights of others.

Dangerous anti-social behaviour will likely involve SLT support/intervention.

In situations where a pupil refuses to admit to not following our expectations, an investigation will take place to ascertain witnesses' accounts. The decision to apply a consequence will be made on the 'balance of probabilities' standard of truth; i.e. whether it is more likely than not that the pupil did what s/he is accused of doing.

Examples of dangerous anti-social behaviours may include:	Possible procedures and consequences may include:

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- Leaving the premises - Pushing aggressively - Scratching - Pinching - Hair pulling - Hitting - Kicking - Fighting - Biting - Punching - Throwing furniture - Throwing objects at another child or adult - Physical or verbal bullying (see Bullying Policy for definition)	1. Reminder of expectations 2. Warning – child will be informed 3. Immediate response from supervising adult 4. Exploratory / restorative conversation 5. Consequence 6. Parents to be informed by class teacher or SLT 7. Recorded on CPOMs (by staff member who dealt with the incident by the end of the school day) 8. SLT to be informed (via CPOMS) or face-to-face if immediate SLT involvement required *Consequences may include;* • *Conversations with the child may take place during break or lunch time* • *Appropriate educational consequence – may take place during break or lunch time, in another class or work sent home* • *May be removed from classroom to another class, office or supervised space within the school* • *Further conversations / coaching to explore solutions going forward.* • *Community service for an agreed period of time* • *For ongoing or serious incidents ○ Suspension (internal or external) ○ Use of a part-time timetable ○ Referral to appropriate external body – e.g. TASS ○ Permanent exclusion*

NB: The above are guiding principles. Senior Leaders within the school retain the right to determine the process and consequence for any individual pupil or pupils based on all available evidence and individual circumstances. Decisions will be fair, reasonable and proportionate.

Individual behaviour plans

Behaviour plans are developed with the class teacher and Inclusion team to outline a series of reasonable adjustments that support individuals to meet the school's expected standard of behaviour. If required, behaviour plans may include a risk assessment and adaptation to school day and routine. They are reviewed periodically and shared with parents.

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Suspensions & Exclusion

Internal suspension

For serious, dangerous or persistent anti-social behaviour, the senior leadership team may choose to impose an internal suspension. This would be an agreed time away from their class and/or playground in a supervised area of the school. Pupils will be provided with work they can independently complete. Parents/carers would be invited for a meeting to discuss the reasons behind the suspension and next steps. Details of the suspension would be logged on CPOMs.

Suspension

A suspension will be issued by the school if the headteacher feels it is a necessary and proportional consequence. During a period of suspension, a child should be supervised at home and not be out in the community. All requirements for the parent/carer's responsibilities will be detailed in a letter issued by the school at the time of the suspension. The time periods involved are at the discretion of the teacher, following guidance issued by the Department for Education. The school will follow legislative procedures and inform children services within 24 hours of issuing the notice of exclusion to parents.

Permanent Exclusion.

As a last resort, and when all other supportive measures have been ineffective, the headteacher may issue a permanent exclusion (following guidance issued by the Department for Education). Only the headteacher can make the final decision to exclude a pupil. If parents / carers do not agree with the school's decision to exclude their child then they have a right to appeal. The letter informing parents / carers of the exclusion outlines how they can appeal against the decision. The school will follow legislative procedures and inform children services within 24 hours of issuing the notice of exclusion to parents.

The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion can be found here https://www.gov.uk/government/publications/school-exclusions-guidefor-parents