

Behaviour Policy

Crawley Down Village C of E School



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Approved by: LGB

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**"You can't teach children to behave better by making them feel worse.
When children feel better, they behave better."**

Pam Leo

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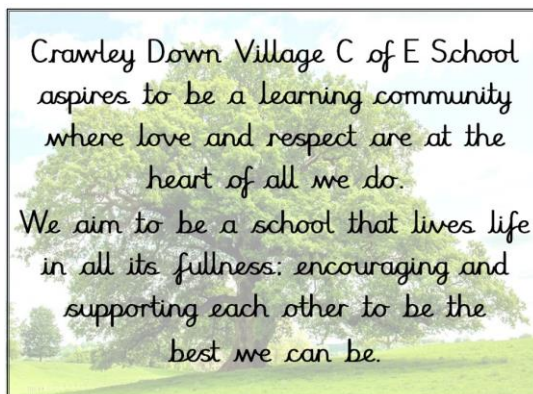
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Crawley Down Village C of E School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy which has helped to design our Character Curriculum guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Our school motto, in line with our vision and Christian values, is that all members of our community at Crawley Down School are 'Ready, Respectful and Safe'.



Aims of the policy

- To create a culture of pro-social behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To give learners the attention and recognition they deserve for pro-social behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, empathy and love for one another.
- To promote community cohesion through improved relationships.
- To ensure that pro-social behaviour is a minimum expectation for all.

Therapeutic Thinking is a philosophy we believe in. It focuses on how children are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours. We understand that behaviour is a form of communication; we work with the children to support their emotions whilst still holding boundaries and expectations for appropriate behaviour.



Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school (2022)
- The Equality Act 2010
- Keeping Children Safe in Education (2026)
- Restrictive Interventions, in the use of reasonable force, in schools (April 2026)
- Supporting children with medical conditions at school (2015)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2024)
- Special Educational Needs and Disability (SEND) code of practice (2015)
- Sharing nudes and semi-nudes (2024)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

The Church of England Vision for education (2016) embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. It is worked out theologically and educationally through four basic elements:

- Wisdom
- Hope
- Community
- Dignity

Definitions for this use of policy

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Details to the school's approach can be found in our Online Safety Policy.

Bullying: The repetitive, intentional hurting of one person or a group by another person or the relationship involves an imbalance of power. This can include:

- **Emotional** - Being unfriendly, excluding, tormenting
- **Physical** - Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Racial** - Racial taunts, graffiti, gestures
- **Sexual** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
- **Direct or indirect verbal** - Name-calling, sarcasm, spreading rumours, teasing, use of 'banter' / 'roasting'
Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

- **Pro-social Behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.

Role and Responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The leadership team are responsible for:

- Supporting the headteacher with the responsibilities outlined above
- Supporting in the implementation of the policy
- Supporting staff in responding to behaviour incidents
- Supporting new members of staff through the induction process

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Support the school if consequences are applied for inappropriate or unacceptable behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Zones of Regulation

The Zones of Regulation is a tool we use in school to discuss emotions and feelings. This allows children to identify how they are feeling and recognise strategies for regulation.

Red Zone	Children may appear: unable to engage in activities as too overwhelmed, upset, excited, angry, unable to cooperate, frozen, needing space. Strategies: quiet time, time alone, sensory room, brain break.
Yellow Zone	Children may appear: to be losing concentration, poor attention, fidgety, constantly on the go, excited, emotionally on the edge, hyper, bouncing, flapping, hanging or climbing on people, over-excited. Strategies: Involve traction – push, pull, carry, hang. Figure of 8. Breathing.
Green Zone	Children may appear: calm, alert, ready to learn or play, settled, concentrating, good sitting, organised, focussed, Easy to get on with others and have fun. Strategies: activities within the classroom that maintain the child's green zone state.
Blue Zone	Children may appear: tired, bored, sedate, floppy, fidgety, easily upset. Strategies: movement-based activities, quiet time, time to talk.

Expectations at Crawley Down School

The expectations at Crawley Down School are explicitly taught and modelled through our character curriculum. The character curriculum lessons outline expectations in all routines, areas of learning and times of the school day. The aim is to develop key routines and habits that become embedded and part of everyday behaviour.

Rules

To be ready to learn and allow others to be ready.

To be respectful to all and have respect for ourselves.

To be safe in our actions ensuring the safety of ourselves and others.

Staff

To be ready for the school day including lessons, worships, breaks and lunchtimes.

To treat every member of our school community with respect.

To ensure that every measure possible is taken to keep our community safe.

All staff, every day

Will create and maintain a stimulating environment that encourages pupils to be engaged

Will display the behaviour curriculum and their own classroom rules

Will develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Children

To be ready for the school day and be ready to learn, allowing others to be ready too.

To treat every member of our school community with respect, including themselves.

To ensure that their behaviour is safe and allows others to feel safe.

Around the school

- All members of our community listening and talking to each other in a respectful way in lessons and on the playground
- Opening doors for others
- Standing back to let others through – putting others first especially the adults as they have to be places to ensure everyone is safe, so they have priority
- Adhering to the class line order when travelling in a class line
- Adhering to the lunch time seating plans in the hall
- Transitioning through the school quietly and in an organised way, so anyone who is working can still focus and concentrate
- Walking around the corridors and to lessons- ensuring everyone is safe- no one is bumped or knocked into
- Use of please, thank you and excuse me- shows real appreciation and respect for what others do for you
- Waiting your turn respectfully
- Respecting others personal space
- Using toilets properly and for their true purpose, they are not an extension of the playground

Support beyond the classroom

Ready Respectful Safe Champions (staff and children).

Pastoral Team to provide specialised support including Morning Club and Lunch Club.

OPAL team to provide support at break and lunchtimes.

Children as leaders to support the ethos and culture of our school e.g. Worship leaders.



Recognition and Rewards for Effort

Pro-social behaviour is positive, helpful, and values social acceptance. As a school we aim to teach, model and celebrate pro-social behaviour. This is taught discretely in our PSHE curriculum and through our Character Curriculum. We use the phrase 'Ready, Respectful and Safe behaviour'.

At Crawley Down School we teach the children to:

- Look after their peers
- Show kindness, encouragement and support to everyone
- Believe in themselves and their dreams
- Value everyone as individuals, respect different cultures and celebrate differences
- Treat others as you would want to be treated
- Work as a team and understand the benefits of good teamwork
- Appreciate others for what they have done
- Listen to each other, understanding that everyone has a voice and what everyone has to say is important
- Help each other to learn by creating a positive environment
- Aspire to do the right thing
- Think for themselves and take responsibility for their actions
- Respect school rules and routines and do their best to uphold them

Ways in Which we praise

We believe that positive behaviour and attitudes to learning need to be planned for and actively taught and that if we reward positive actions we will encourage them. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Reward	How it is used
 RRS sticker	Individual Reward - RRS sticker is given out by staff and champions to acknowledge those children who are following the school rules.
 Values Certificate	Individual Reward - Our Values certificates are awarded to individual children to celebrate when they are demonstrating a particular strength linked to our Christian Values. Certificates can be given out at any time and these are then sent home with the child.
You have been spotted...  RRS spotted card	Individual Reward - The RRS Champions are responsible for 'spotting' positive behaviour. They are able to reward children an RRS sticker. Each week in worship, the RRS Champions choose children to receive an RRS card to take home and 5 house points.
 Head and Deputy Award	Individual Reward - The Head and Deputy Award is awarded to individual children for consistently showing our school values and RRS behaviour. They are commended for being a fantastic member of our school community. The termly reward is a games party.
 Class Reward	Class Reward - Each class will decide on a privilege that they would like to work towards. The children will earn class points towards their reward by showing RRS behaviours. The reward will be given as and when it has been earned. Each teacher will organise the reward based on their class e.g. small reward each day, weekly reward or larger half term reward.
 House Points	Whole School House Team Reward - House Points are a part of a whole school system. The children collect house points for their team. Each half term the teams meet to discuss the privilege they are working towards.

Responding to behaviour

We understand that there are times when children may struggle to follow the school rules. We understand that behaviour is a form of communication and that children thrive in an environment that is predictable, calm and understanding. When dealing with difficult behaviour, all staff will use the same approach.

When low-level, disruptive or inappropriate behaviour is first witnessed, staff will try to redirect the pupil.

Re-direction: Gentle encouragement, a 'nudge' in the right direction, a small act of kindness. In most cases, this is successful and children can return to their learning. In other cases, the following steps are followed.

	Explanation	Support
Reminder 	A reminder will be given of Ready, Respectful, Safe and support available.	PACE approach (Playfulness, Acceptance, Curiosity, Empathy) A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Warning & Take up Time 	A clear verbal warning delivered privately, wherever possible, making students aware of their behaviour and clearly outline the consequences if they continue.	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Take up Time – A time frame is given and expectations of what we will see when the child is showing they are ready. Strategies to support children to be ready to learn: Zones Toolkit Calm Corner Emotional Connection
Time Out 	Time out might be a short time outside the room, away from the group table, on the carpet, by the teacher's desk. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.	The consequence needs to be proportionate and appropriate. The consequence should be communicated with the child including reasons. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. To be communicated to parents when a child takes a time out outside of the classroom. Examples 5 minutes away from the group table 5 minutes next to teacher 10 minutes at breaktime Complete work missed in a lunchtime Time out of class may also be a chosen supportive strategy to give the child a chance to reset. This is not always deemed a consequence and in these cases will not be communicated with parents.
Repair 	This might be a quick chat at breaktime, a restore sheet or formal meeting.	Discussion around the behaviour and feelings. Reflect, Repair, Restore sheet where appropriate (see appendix 4) – this may take place out of lesson time. Communicate with home when necessary. Model expected behaviour – revisit RRS (book, videos)

In some cases where behaviour is impacting safety, learning and wellbeing of the themselves and others, these steps may not be followed and appropriate action such as immediate removal from lesson (internal seclusion) may be used. Each incident is dealt with on an individual basis and recorded. In some cases, pupils may need an adapted behaviour plan. This is done in conjunction with the Inclusion Lead and shared with parents (see appendix 2).

Serious Sanctions

Pupils can be given the consequence of missing break or lunchtime dependent on the misbehaviour. The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a consequence, the school will ensure the consequence is proportionate to the action.

Removal from classrooms

- In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a fixed time (internal seclusion). An internal seclusion is a strategy used to remove a child from the class who has disrupted the learning and/or safety of others but remains in school to complete their learning. This may happen immediately or after the event. Parents will be notified in person or by phone.
- Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.
- Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.
- Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Pupils who have been removed from the classroom are supervised by a member of the leadership team or pastoral team.
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
- Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
- Parents/carers will be informed on the same day that their child is removed from the classroom.
- The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:
 - Being referred to a learning mentor
 - Use of teaching assistants
 - Short-term RRS chart (see appendix 3)
 - Long-term behaviour plans (Individual Behaviour Plan)
- Nurture room (if on EHCNA pathway)
- Multi-agency assessment

Support following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could be in the form of:

- Learning mentor support
- Re-integration meeting
- Reflect, Repair, Restore work

Working in Partnership

As a school, we believe communication is key. Informal conversations to communicate positives will be carried out primarily face to face or by phone call, where this is not possible, this will be by email. If a more formal approach needs to be taken where there is a cause for concern, a meeting will be arranged.

Notifications

Out of class reset

Parents will be notified in person (EYFS and KS1) and via email in Key Stage 2 if their child has had to spend time out of the classroom to reset (not an internal seclusion) after reminders and support within the classroom. A reset is usually but not fixed at 5 – 10 minutes. Parents will be provided with a brief explanation for this. This will take the form of a notification rather than a discussion. If this were to occur more regularly, the teacher will organise an informal conversation or meeting (see appendix 3).

It is important to note that time out of class may be a chosen strategy for a child to regulate and this is not deemed a consequence and therefore will not be communicated with parents unless necessary.

Uniform

Parents will be notified in person (EYFS and KS1) and via email in Key Stage 2 if their child is not in the correct uniform. This will take the form of a notification and polite reminder to ensure the child is adhering to the uniform policy (see appendix 3).

Ready Respectful Safe Chart

A Ready Respectful Safe chart will be introduced when persistent behaviour is observed and the pupil is not responding to take up time and/or support such as the use of the calm corner. Persistent misbehaviour (as outlined in the definitions) is when the behaviour occurs frequently e.g. daily, most lessons, at a particular time of day.

Initial meeting with teacher and Key Stage Assistant Head:

- What is working well for the child.
- Ways in which the child will be supported to achieve the target will be agreed.
- The consequences for the child will be agreed if they are not meeting the required expectations.
- The positive outcomes for everyone will be agreed if conduct improves.
- Two weeks after an initial meeting, a follow up meeting will be arranged for the concerns to be monitored and reviewed.
- If progress has been made, a new target may be decided or the child may be removed from the RRS chart.
- If there is still a cause for concern, the Deputy Head will attend the meeting and the process will continue.
- In any further cases, where appropriate, the Headteacher will attend the meeting.
- At all points in the process, the voice of the child will be heard and considered.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Children with SEND needs will be supported within the framework of this policy.

Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspensions and permanent exclusions are used only after serious behaviour incidents and at the discretion of the Headteacher.

A fixed-term exclusion (suspension) may be used when:

- The child needs time to reflect on behaviour.
- The school needs time to create or review a Behaviour Plan and Risk Assessment
- Staff need time to plan how to prevent recurrence.

In all cases, the process will be clearly explained to parents, and meetings will be arranged to discuss support with parents and any involved agencies.

Permanent Exclusion or Out-of-School Transfer

This is an extreme step, used only when:

- Long-term behaviours have not responded to intervention
- The safety and learning of others are at serious risk
- The impact on staff and children is unmanageable

Permanent exclusion will always be a last resort. Where possible, the school will work with families toward a managed transfer to a more suitable setting. The child's best interests along with the safety, wellbeing and learning of other children remain central to all decisions.

Please refer to our suspensions and permanent exclusions policy for more information.

Staff training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restrictive intervention (Positive Handling training where appropriate)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

The power to discipline beyond the school gate

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Restrictive Intervention Policy
- Online Safety Policy

Appendices

Appendix 1

Governors Statements of Principles for Behaviour Policy

That the head teacher will produce clear guidelines to ensure that pupils:

- will **respect their surroundings** and those who share it
- are **aware of school procedures** before and after school, both in fair weather and foul
- are **aware of the level of prosocial behaviour** expected in the classroom, playground, and the dining room
- are aware that **positive responses are rewarded** in the classroom playground, and dining room
- are aware of **consequences for anti-social behavioural choices** in the classroom, playground and dining room
- are aware that they can be **screened and searched for harmful items** with another member of staff present
- are aware **staff have the power to use reasonable force** or make other physical contact.

In addition to the above points, the head teacher will also include a measured adaptation for children with Special Behavioural Difficulties:

- **rewards appropriate to the needs** and adaptations for the child with additional needs
- considering the **interests of safety** of other children
- **multi-agency assessment** should be considered for pupils who display continuous anti-social behaviour.

Furthermore, the head teacher to ensure guidance is available for:

- learning support assistants
- lunchtime supervisors
- parents

To conclude, Crawley Down Village C of E School, will strive to:

- **eliminate discrimination, harassment and victimisation**
- **support equal opportunities** for all pupils
- **cement good relations** between all pupils
- **encourage prosocial behaviour** and prevent all forms of bullying amongst pupils
- **ensure school is accessible** to all, regardless of any disability.

Appendix 2

Individual Behaviour Plan



Adapted RRS pathway and Risk Assessment



Strategies, Adaptations and Proactive Measures to Promote Pro-Social Behaviours

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How



Zones of regulation

can



Calm Corner

we



The Ark

help



Reflect
Repair
Restore Sheet

?



RRS
resources

Stage	My Signs	Support and next steps
 Reminder	Anxiety Behaviours	 Zones of regulation
 Warning +  Take up time	Anxiety Behaviours	 Calm Corner  Sensory Room  Walk
 Time out	Difficult behaviours • complete a task and reminded of the expectations.	 Reflect Repair Restore Sheet  Repair

Stage	My Signs	Support and next steps
 Time out	Dangerous behaviours	
 Time out	Crisis behaviours	 Reflect Repair Restore Sheet  Repair

Appendix 3

Parent notification emails

Example 1

Subject line of email: Time out of class notification- (insert child's name)

Dear (insert parents' name),

When? (Indicate what lesson and what part of the day e.g. straight after lunch)

Why? (Insert child's name) was not following our school rules of being Ready, Respectful and Safe, as s/he (insert reason).

Here is the link to the policy page of our school website where you will find the behaviour policy:

<https://www.crawleydownschool.com/policies/>

We would appreciate your support in reiterating the importance of following our school rules of being Ready, Respectful and Safe.

Kind regards,

(Add name)

Example 2

Subject line of email: Uniform reminder- (insert child's name)

Dear (insert parents' name),

I spoke with (insert child's name) about (insert reason).

Here is the link to the policy page of our school website where you will find the uniform policy:

<https://www.crawleydownschool.com/policies/>

We would appreciate your support in reiterating the importance of helping your child to be in the correct uniform to be ready for school. If you need support with this, please do not hesitate to contact us.

Kind regards,

(Add name)

Appendix 4

RRS Chart

Week beginning: _____

_____ 's RRS Chart



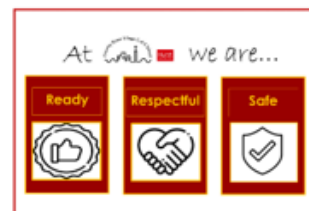
= you followed RRS expectations well



= you found it tricky to follow RRS expectations



? = RRS expectations were not followed



My focus RRS expectations are _____

Mon	Collective Worship			Break		Lunch		Daily rule	
Tues	Collective Worship			Break		Lunch		Daily rule	
Wed	Collective Worship			Break		Lunch		Daily rule	
Thurs	Collective Worship			Break		Lunch		Daily rule	
Fri	Collective Worship			Break		Lunch		Daily rule	

Reflect, Repair, Restore Sheet

Reflect, Repair and Restore

Date of incident:	Time of incident:	Name:
PAUSE broke something scribbled on something hurt an adult hurt a child was unsafe hurt myself what happened? said bad words wasn't respectful wasn't ready didn't listen threw something ran off ripped my work something different	REFLECT confused tired ill sad upset worried What was I thinking and feeling? excited silly fizzy fidgety distracted something different	CONSIDER me a friend a teacher a grown up my class family who or what has been affected? object display escort mini bus driver animals someone else
REPAIR write it down draw a picture talk with someone say sorry fix something count to 10 what needs to happen? tidy up clean something thinking time make a plan practice finish my work get dressed something different	RESTORE sad upset worried tired scared fizzy fidgety How do I feel now? ready to learn unsure ok calm happy something different	FUTURE talk to an adult go outside run calm room read a book drink or snack Next time I could... count to 10 walk away bubbles bounce squeeze or hug ask for help deep breaths something different