

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: Full Governing Body

Date: 14th March 2025

Next review due by: September 2026

Crawley Down Village C of E School

Behaviour Policy

**“You can’t teach children to behave better by making them feel worse.
When children feel better, they behave better.”**

Pam Leo

- West Sussex are committed to having a therapeutic understanding of the development of children and young people. One of the therapeutically informed approaches adopted within West Sussex is the Therapeutic Thinking approach advocated by Angela Wadham. This training has been rolled out by West Sussex County Council (WSCC) as part of the SEND and Inclusion strategy. WSCC is working alongside nine other counties who have either embedded the Therapeutic Thinking approach across their county or are on their journey to do so. Five members of Crawley Down Village C of E School’s staff have undertaken the intensive three-day training program and have now rolled this out to all staff.
- Therapeutic Thinking is a philosophy. 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. The Therapeutic Thinking approach is characterised by an inclusive culture. Therapeutic Thinking works to analyse an individual’s behaviour in order to better understand the child or young person’s needs. This analysis then assists in better planning for the child, their class and the wider setting, to prevent difficult or dangerous situations from occurring by highlighting the learning or experiences that the child needs.
- Governing Body’s Statement of Behaviour Principles - As a governing body we aim to promote pro-social behaviour where children are regulated, self-motivated and demonstrate respect for others, to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying) and ensure children are engaged in learning. We support the Therapeutic Approach being developed in school. This is an approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic.

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
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting children with medical conditions at school
- DfE Statutory Guidance: Exclusion from maintained schools, academies and child referral units in England 2017
- Special Educational Needs and Disability (SEND) code of practice (2015)

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

Key Definitions for Policy:

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

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.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous (unsafe) behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Misbehaviour is defined as (but not limited to):

- Acting in a way contrary to our school values
- Disruption in lessons, in corridors in between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Isolated incident preventing the learning of others
- Not showing respect to another child or adult
- Refusal to adhere to values and routines

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

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Policy Structure:

Section 1: Values and Vision Statement

Section 2: Prosocial behaviour

Section 3: Supporting all learners

Section 4: Unsocial behaviour

Section 5: Antisocial behaviour

Section 6: Unforeseeable behaviour

Section 7: Communication and recording within school

Section 8: Communication with parents and carers

Section 9: Exclusions

Section 1: Vision and Values Statement

Our therapeutic approach to behaviour management has been developed from Therapeutic Thinking training offered by West Sussex March 2022 fitting with our vision of:

‘Learning together, flourishing together: “With God, all things are possible.”’

Matthew 19:26

This policy outlines the purpose, nature of behaviour and how it is regulated in our school. We aim to increase pro-social behaviour and reduce anti-social behaviours through planned responses. We believe all pupils have an entitlement to high quality learning experiences through which they can be supported in maximising their potential.

Effective learning can only take place in an environment which is safe, supportive and in which children feel valued and secure. We recognise all behaviour as a form of communication. We understand that when children are finding it difficult to maintain pro-social behaviours there is a reason for this and therefore plan strategies to try and identify and support these. We teach the children that they have their own rights, which need to be respected and to respect the rights of others within our school community through upholding our school’s values. The values are kept simple, are widely publicised around school and regularly discussed with children. This ensures that our school is a safe and happy place to be, where everyone is treated with dignity and respect.

Our High 5 Values: Respect, Teamwork, Creativity, Independence and Challenge.

What good behaviour looks like at Crawley Down School

CHILDREN	
RIGHTS	RESPONSIBILITIES
To be treated with dignity and respect.	To treat everyone else with dignity and respect.
To be physically and emotionally safe.	To follow safety rules and instructions and to have regard for the emotional and physical safety of others.
To be able to learn.	To make the most of their learning opportunities and allow others to learn.
To learn in a positive environment where mistakes are part of the learning process.	To learn from their mistakes. To accept other's mistakes.
To be listened to at an appropriate time.	To listen to others.
STAFF	
RIGHTS	RESPONSIBILITIES
To be supported by peers and managers.	To support their peers and managers. To use the support offered. To follow Policy and be consistent.
To be listened to and treated with respect. To be given opportunities to share opinions.	To listen to others and treat them with respect. To share those opinions appropriately and professionally.
To be treated courteously by all others in school community.	To treat all members of the school community with courtesy and to model this for children. To behave professionally at all times.
To be made fully aware of the school's systems/policies/ expectations and receive an appropriate induction (including information for supply teachers).	To take part in the development of the school's systems/policies/ expectations. To read and follow the school's systems/policies/ expectations.
To receive appropriate training to increase skills in behaviour management. To be physically and emotionally safe.	To communicate training and support needs and to offer their experience and support to others. To implement training provided.
PARENTS	
RIGHTS	RESPONSIBILITIES
To be treated with respect.	To treat other members of the school community with respect. To model this attitude for their children.
To be kept informed about their child's progress through newsletters, reports, assemblies, the school website and meetings.	To attend parent/carers meetings. To read reports/newsletters. To keep up-to-date via the school website. To communicate with staff at a mutually agreed time about issues that may affect their child. To support their child with learning at home.
To be listened to.	To listen to others and communicate their needs appropriately to the school. To talk to someone at early stages of concern, starting with the class teacher.
To have access to information on the school's approach to behaviour and attendance.	To read the information provided and to act on it.
To be informed of what their child needs to progress in their learning.	To enable their child to learn (appropriately clothed, reading diaries, arriving at school on time and well rested for the day). To support the school with attendance.

Section 2: Pro-social behaviour

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.

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

All staff in school have been trained in Therapeutic Thinking to ensure a shared understanding of pro-social behaviours and the importance of modelling them. We use verbal praise, house points, stickers, emails home and Headteacher awards to celebrate pro-social behaviour seen within school. This is done on a personal level for the child's benefit. These rewards are not expected or scheduled.

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.

The systems and practice we use to do so are:

- Expressing clear expectations for work and behaviour at all times.
- Providing an exciting and challenging curriculum with appropriate adaptation.
- Give positive reinforcement and verbal praise. We try to make this praise as specific as possible so children know exactly what we are looking for. We also recognise some children like public praise and others require a subtler approach.
- Encouraging children to praise and value each other.
- Positive remarks and encouragement in marking and sharing and celebrating good work in class.
- Encouraging child responsibility through class jobs, School Council, House Captains, Sports Crew, Play Leaders, Reading Buddies, Worship Leaders etc.
- Developing good social skills and self-esteem both inside and outside the classroom through the Equality and Diversity PSHE curriculum.
- House Points for good behaviour/work.
- Child Awards for one child from each class to celebrate good behaviour/work given out and celebrated in Celebration Worship on Friday.
- Movement around the school is single file as a class (on the left) and using 'inside voices'.
- Stopping points when walking around the school as a class.
- Line orders in classes where appropriate and used at the teacher's discretion.

Section 3: Supporting all Learners

As a staff, we work to ensure consistency across the school so that all children are supported with their Social, Emotional and Mental Health development through the Zones of Regulation approach and PSHE lessons. We regulate together with a child who needs it, teaching them how to **soothe, quieten and calm**. We relate through quality moments with a child teaching them about positive relationships. We reason with our children teaching them to **pause, reflect and consider**. We teach them to **repair** and that it is usually possible to put things right. We aim to build positive relationships, have high expectations, be very consistent, show an interest in children as individuals, listen to the point of view of others, give children responsibility, maintain dignity and self-esteem, treat others with respect, stay calm and rational. We put an emphasis on positive rather than negative statements, use praise in a regular and sustained way, teach children the social skills they need to be successful and re-direct children towards success rather than highlighting their mistakes.

Staff will set boundaries and understand children may try and test them. We know that children making mistakes about their behaviour is normal and healthy and that children should be helped to experience achievement. We aim to model good emotional regulation for our children. We know there is always more to a child than the behaviour they present - we need to try and understand what a child is telling us through their behaviour. Where possible, staff should try and diffuse any situations prior to disagreements arising. Staff should intervene at an early stage to try and establish the cause of the problem. Staff should talk to the child/children involved and ask each child how they are feeling so that all children begin to understand the feelings of others.

West Sussex Ordinarily Available Inclusive Practice is used to provide reasonable adjustments for all children as needed. We work as a team to find the adjustments needed to support each child. All children are welcomed to every session with positivity regardless of previous behaviour. Classrooms are calm and purposeful learning environments. Strategic raised voices are used **only** where necessary, for example when keeping children and staff safe. Adults have established systems to gain children's attention, such as chimes or a small bell, so as to avoid having to raise voices over the class noise level.

Where the teacher is positioned in the classroom will have a significant impact on their effectiveness. Adults will move around the room and when working with a group or individuals always sit where they can see the rest of the class. Adults will continually scan the whole classroom, commenting on pro-social behaviour, "I like the way you are working together on the painting table, well done." Positive reinforcements are used to highlight children showing pro-social behaviours during learning time, when lining up etc., which then encourages others to display the same behaviours.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces etc) are not effective in the long term and should only be a short-term prop. Rewards should not be used as bribes. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise. Motivation and achievement are raised when children and adults are praised, encouraged, valued and their self-esteem is high.

Behaviour management should primarily be carried out by the child's class teacher, teaching assistant or Midday Meals Supervisors (MDMS). Learning mentors should only ever be called to support the other adults with the most challenging behaviour.

A learning mentor's role is PREVENTATIVE. If a child is repeatedly finding it hard to manage their behaviour, emotions, family, social situations etc., a referral should be made to the learning mentors through a referral form and uploaded to CPOMS (Child Protection Online Monitoring System).

Learning mentors are always available at lunch times in Lunch Club.

Section 4: Unsocial Behaviour

Unsociable behaviour is not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Generally, unsocial is quiet non-compliance that does not negatively impact on other pupils learning. Extroverts often communicate their negative feelings with high levels of interaction, introverts communicate their feelings through quiet non-compliance. As a staff, we strive to interpret unsocial behaviour as a communication of negative feelings which we can then support. Examples of unsocial behaviour that only impacts that child:

- Lack of concentration/focus on work
- Ignoring/not following instructions first time
- Unintentional or inappropriate use of equipment.

When the frequency of unsocial behaviour is low and only impacts that learner, we provide time and space for that child to talk. We work to build stronger relationships with them in class. Where the problem is ongoing, we engage one of our Learning Mentors or Learning Support Assistants to help unpick any difficulties. When these behaviours are being seen during class input times, adults will quietly move over to the child or take them somewhere quiet to ask if they are ok, rather than shouting across the room. Asking the child if they are ok, shows the child that they are not in trouble and that the adults care, which then opens up a safe space for a discussion to unpick the behaviours shown.

1. **Soothe, quieten and calm** (Zones Toolkit)
2. **Pause, reflect and consider** (Debrief board)
3. **Repair**

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.

Section 5: Antisocial Behaviour

Anti-social behaviour is behaviour evidenced as difficult or dangerous that causes harm to an individual, a group, the community, or the environment. Difficult behaviour that is anti-social, but not dangerous could be shouting out to the extent that others cannot learn. Dangerous behaviour is that which is anti-social and will predictably result in injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Anti-social behaviour will be met with an agreed script. Once the child is calm a debrief conversation will take place using the debrief board to help unpick what has happened. If the situation was unable to be diffused, staff should remove the child from the situation with an adult and talk to the child about the situation.

Restrictive Physical Intervention

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force (whether they have been trained in positive handling or not), in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Significant damage to property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (using CPOMS) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Protective Consequences

We will agree protective consequences to ensure everyone's safety and work to develop educational consequences to help the child move on in their understanding. If anti-social behaviour is ongoing, a Therapeutic Plan will be drawn up for the child by the Class Teacher and Therapeutic Thinking trained staff working collaboratively with parents.

Bullying

In some circumstances, repeated anti-social behaviour towards another child may need to be dealt with using our Anti-Bullying policy. This may be linked to cyberbullying, prejudice-based and discriminatory bullying.

Playtime and Lunchtime Behaviour

Most behaviour can be dealt with by Midday Meal Staff in the moment. The class teacher will be informed of any antisocial behaviour that occurs at playtimes or lunchtimes to help build a picture for that child. All issues should be dealt with by the **class teacher first**. Class teachers should work together with MDMS to support children at lunchtime to encourage and model pro-social behaviour. Serious incidents should be referred to the Leadership Team. Children who need further support to develop pro-social behaviour will be supported by our Learning Mentors in our Lunch Club where appropriate.

Section 6: Unforeseeable Behaviour

If a child demonstrates behaviour not covered in our policy or their personal Therapeutic Plan then it will be recorded on CPOMs and the Class Teacher will meet with the Therapeutic Thinking trained staff to discuss what protective and educational consequences are needed to support that child. We will work with parents and our Learning Mentors to unpick the behaviour and understand what we can do to support better. In the moment of the behaviour occurring a member of the Leadership Team will be called and if necessary to keep children safe two Positive Handling trained adults (ideally one who has a good relationship with the child) will hold the child until everyone has been evacuated and it is safe to let them go. Adults will stay with the child offering calm reassurance until they are ready to have a debrief conversation. They will only return to learning when they are ready to do so. They will be offered time in our Sensory Room.

Guidance Behaviour Protocols

This guidance is for the use of school staff to support the safety, wellbeing and learning of the whole school community. Considerations of the situation, context, circumstance along with staff discretion will be applied to each individual incident.

	Behaviour	Intervention
Stage 1	Routine classroom misbehaviour – not concentrating on task, loudness, distracted, distracting, low level attention-seeking. 1. Soothe, quieten and calm (Zones toolkit) 2. Pause, reflect and consider (Debrief board) 3. Repair	Check learning needs are being met. Eye contact, facial gestures, proximity. Reminder of expectations. Positive reinforcement. Chunk work into achievable sections with short-term rewards. Zones toolkit -  If appropriate to the circumstances, the child is given a first reminder to make the right choice.
Stage 2	Minor Misbehaviour Wandering about, calling out, interrupting teacher & other children, ignoring instructions, silly noises, talking at wrong time.	Continued strategies from above. Check learning needs are met.  Chunk work into achievable sections with short term rewards if appropriate. If appropriate to the circumstances, the child may be given a second reminder to make the right choice and reminded that they may need to miss X minutes of breaktime if they do not or go to a different classroom.
Stage 3	Minor misbehaviour continued.	Continued strategies from above.  Child to miss minutes of breaktime. Remove child from situation/situation from child this could be to the year group class or different year group if appropriate or minutes missed. Parent informed.
Stage 4	Misbehaviour. Deliberately causing a disturbance, general refusal to do things, minor challenge to authority, disrupting other children, cheek, throwing small items.	Continue with Zones Toolkit to support the child back to green. Tag team if necessary, including with LSAs, year group partner, Key Stage Lead. Appropriate physical management if needed. Teacher to inform parents or carers to let them know what has happened and the outcome.

	Behaviour	Intervention
Stage 5	More serious misbehaviour. Hurting someone, leaving class without permission, offensive name calling, challenge to authority, swearing or gesturing at people, absconding, failure to show good learning behaviour (listening, not disturbing others)	Ensure safety of all present. Remove child or remove audience. Physical management if appropriate. Parents informed. Serious monitoring stage for further incidents with use of CPOMS. Interventions may include: individual behaviour chart, home/school book. Learning Mentor involved. Ensure behaviour policy graduated response is followed, record outcomes of using debrief board and reminders. Open line of communication with parents. Pattern of continuous behaviour - teacher along with child, a member of SLT and parents to all be part of the stages of an Early Prognosis (see appendix) to develop a plan to support the child.
	Behaviour	Intervention
Stage 6	Very serious misbehaviour: repeatedly leaving class, fighting, verbal abuse of others, vandalism, theft, throwing large objects, serious challenge to authority, refusal to complete learning tasks	Requires immediate involvement of SLT – telephone call and meeting with parents. Play/lunch exclusion, possible fixed term exclusion (internal/ external).
	Behaviour	Intervention
Stage 7	Extremely serious: Extreme danger or violence, very serious challenge to authority, physical abuse of any staff or child, persistent disruption of the learning of others, persistent refusal to complete tasks	Could mean immediate seclusion/exclusion. Meeting with Head, class teacher, parents & child. Pastoral Support Plan meeting.

*If a child holds an area of responsibility (School Council representatives, sport captains, librarians etc), it is expected that they act as a role model and repeated incidents of poor behaviour may lead to them losing their role.

**In cases where it is appropriate, an individualised plan will be created based on the above.

Break and Lunchtime Behaviour Protocols

	Behaviour	Intervention
Stage 1	Routine playground misbehaviour. Not following rules of play for equipment. Spoiling games by not following agreed rules.	Check child understands the rules and how they are breaking them. Check child is able to be involved in the game and knows how to play the game or use the equipment. Reminder of expectations and the risk of being removed from the game. Positive reinforcement.
	Behaviour	Intervention
Stage 2	Minor Misbehaviour continues or worsens. Interrupting an adult when being spoken to. Deliberately choosing to ignore an adult or the rules of a game when reminded of expectations.	Follow above. Remove the child from the situation and ask them to have a short 5-minute reflection by adult's side.
	Behaviour	Intervention
Stage 3	Misbehaviour Deliberately causing a disturbance, general refusal to do things, minor challenge to authority, disrupting other children.	Speak with teacher on duty (at breaktime) / MDMS Lead (at lunchtime) to intervene and remove child from the situation. If refusal continues, attempt to remove child from playground and bring inside or involve a member of SLT to support with. Parents informed.
	Behaviour	Intervention
Stage 4	Serious/unsafe behaviour. Putting themselves or others in danger through intentional and unsafe use of equipment and the refusal to stop or listen to instructions. Verbal abuse of children or adults.	Immediate involvement of a member of SLT. Child removed from the situation and the outside (encourage inside the building, distraction from issue, guided inside by handling child (by appropriate staff member/s to be used if necessary to keep everyone safe). Parents informed. Consequences/plan to be put in place dependent on situation.

Section 7: Communication and Recording within School

Communication and sharing of information within the staff team is essential in ensuring a consistent and supportive approach. CPOMs is used for sensitive and confidential issues relating generally to behaviour. This could be keeping an eye on specific children in the playground due to a parent concern etc. An alert will be sent to relevant staff when there is a new entry so they know to check it. All anti-social behaviour will be recorded on CPOMs by the adults involved. When recording the incident staff will follow the ABCC strategy (antecedent, behaviour, consequence, communication). Language used will be factual and non-emotive. Staff and children's names will be used with the description. Consequences will be relevant and meaningful and support pro-social and educational gains. Ongoing anti-social behaviour will lead to an individualised Early Prognosis meeting and plan to support the individual. This plan will be co-produced with parents and carers.

Section 8: Communication with Parents and Carers

Working closely with parents and carers is essential in ensuring our policy is effective. Children are best supported when home and school adopt a consistent approach and communicate regularly. Class teachers will speak to parents or carers that day to share any anti-social behaviours to enable us all to work together to try and interpret the behaviour to enable us to fully support the child. Staff will not share the names or discuss any other children when communicating with parents. Unsocial behaviour will be monitored, and parents will be invited in to discuss and help unpick what we can do to support. Where behaviour is ongoing appropriate level of plans (Early Prognosis, Risk) will be co-produced with parents enabling us to work together to be as effective as possible.

Section 9: Exclusions

Please see West Sussex Local Offer to understand local guidance on exclusion. Please see our Suspensions and Permanent Exclusions Policy.

Permanent Exclusion

We consider permanent exclusion to be a last resort for children for whom we truly cannot meet their needs in our setting after using our best endeavours and engaging with relevant outside professionals including Fair Access.

Suspension

Suspensions will only be given by the Headteacher or Deputy Headteacher where absolutely necessary in order for us to put the additional (above and beyond universal) provision in place that the child is showing us they need.

Internal Exclusion

In some cases, children are removed from their classroom for a set period of time.

This is to keep them, their peers or the environment safe. It enables them time to regulate and us time to help understand what the behaviour is communicating. Please refer to the following government guidance documents:

- Mental health and behaviour in schools (March 2016) (Revised November 2018)
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Transforming children and young mental health provision Green Paper (December 2017)
- <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-healthprovision-a-green-paper>

Please also refer to the following Crawley Down Village C of E School Policies:

- Anti-Bullying Policy
- Teaching, Learning, Assessment and Feedback Policy
- PHSE and RSE Policy
- Safeguarding and Child Protection Policy

Any decision relating to suspension and/or exclusion will be made within the principles of administrative law – lawful, rational, reasonable, fair and proportionate.

Under the Equality Act 2010, Crawley Down Village C of E School will not discriminate against, harass or victimise pupils because of sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity or gender reassignment.

Please note that the behaviour of a pupil outside school can be considered grounds for exclusion.

Appendices

A – Behaviour expectation visuals and stages visuals

B – Break and Lunch Visuals

C – Debrief Board

D – Graduated Response

E - Behaviour Flow Chart

F – Early Prognosis

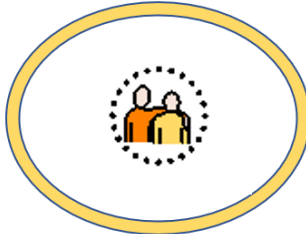
G – Individual Behaviour Plan

A) Behaviour expectation visuals and Behaviour Ladder

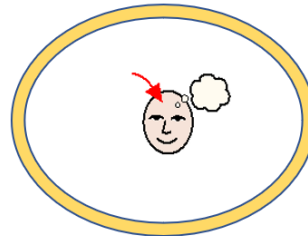
What does good behaviour look like for adults and children at Crawley Down Village C of E School?



To be treated and treat others with dignity and respect.

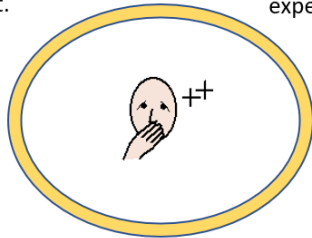


To be physically and emotionally safe by following rules and expectations.

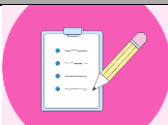


To be able to learn and allow others to learn.

To learn in a positive environment where we learn and accept our own mistakes and those of others.



To be listened to at an appropriate time and to listen to others.

	Behaviour	Support and possible consequence
Stage 1	Misbehaviour in the classroom - not concentrating on task - being inappropriately loud - being distracted or distracting others - low-level attention seeking e.g. tapping, whistling	  Friendly reminder of expectations and support with zones toolkit if necessary.
	Behaviour	Support and possible consequence
Stage 2	Continued misbehaviour in the classroom - wandering about - calling out - interrupting teacher & others - ignoring instructions - silly noises - deliberately talking at wrong time.	   Second reminder, choice of zones toolkits, reminder of possible minutes missed or in a different classroom.
	Behaviour	Support and possible consequence
Stage 3	Minor misbehaviour continued. - Not listening to reminders and using toolkit.	   Time in another classroom (your parents will be told). Or minutes missed off breaktime.
	Behaviour	Support and possible consequence
Stage 4	More severe misbehaviour: - deliberately causing a disturbance - general refusal to do things - challenging adults - disrupting other children - being rude - throwing small items e.g. rubber	    You may spend time with a different adult to move away from the situation and try to return to the green zone read to learn and/or play sensibly. If necessary, you may spend time with the Key Stage Leader and Assistant Head – Miss Marshall or Mrs Jordan
	Behaviour	Support and possible consequence
Stage 5	Further serious behaviour: - hurting someone - leaving class without permission - offensive name calling - challenge to authority - swearing or gesturing at people - trying to leave the school grounds - failure to show good learning behaviour (listening, not disturbing others)	     Spend time with a different adult in a different place to help return to green zone. A plan put in place to avoid it happening again. If necessary, you may spend time with a member of the Leadership Team e.g. Mrs Rose.
	Behaviour	Support and possible consequence
Stage 6	Very serious misbehaviour: - repeatedly leaving class - fighting - verbal abuse of others - vandalism, theft - throwing large objects - serious challenge to authority - refusal to complete learning tasks	     Internal seclusion – spend time away from others and classroom with Mr Burcombe, Mrs Rose, Mrs Jordan, Miss Marshall or Mrs Deadman.

	Behaviour	Support and possible consequence
Stage 7	Extremely serious: - extreme danger or violence - very serious challenge to authority - physical abuse of any staff or child - persistent disruption of the learning of others - persistent refusal to complete tasks	 Your behaviour could result in being suspended which means you have not shown you are safe enough in school and may be sent home for a period of time. A meeting will take place with your parents. We will discuss a plan to support you moving forward.

B) Break and Lunch Visuals

How we will keep everyone safe at break and lunchtimes?

1



You will be reminded of expectations and the adult will check that you understand the rules and there is a shared understanding between you and your friends.

2



Then ...



If behaviour continues, you will be asked to stand with an adult for 5 minutes reflection time to give you space. The adult will then check again you have agreed rules.

3



If further behaviour occurs, the teacher on duty or Key Stage Lead will be called and you will be removed from this area outside and will have to find somewhere new to play.

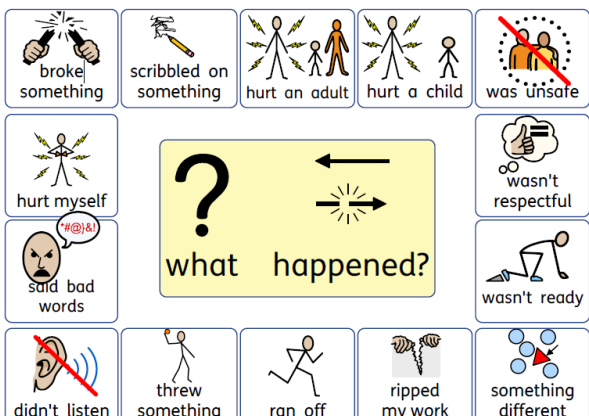
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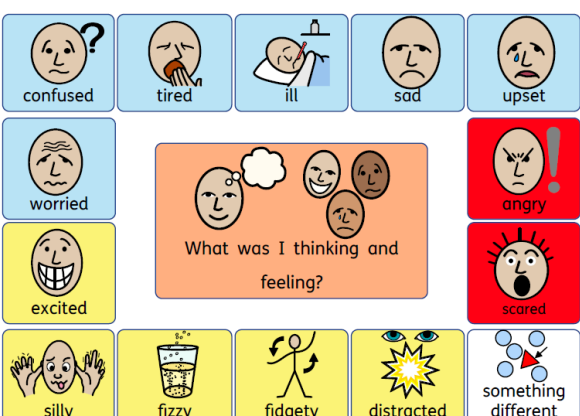


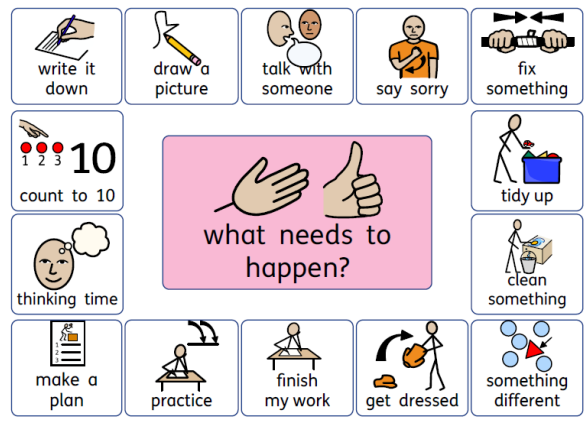
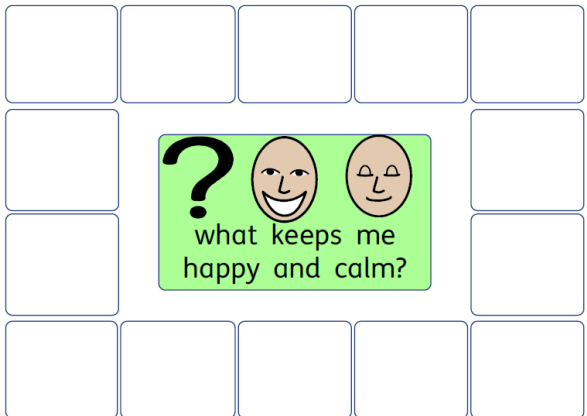
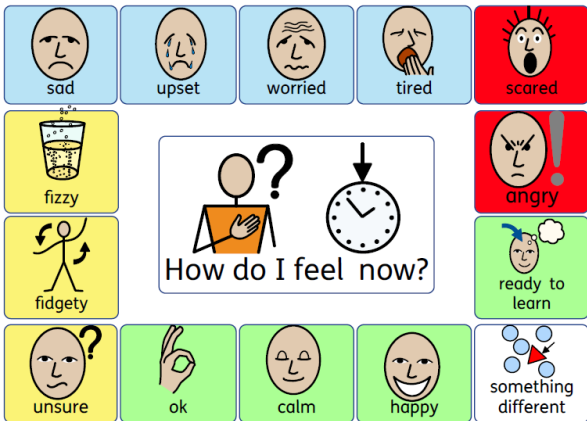
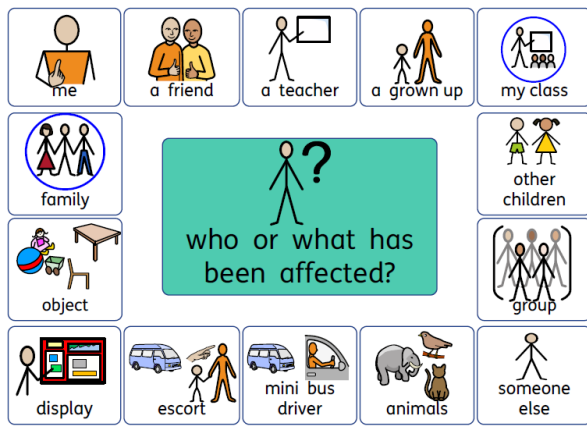
Further incidents will result in you being asked to come back inside.

C) Debrief Board

Debrief Board







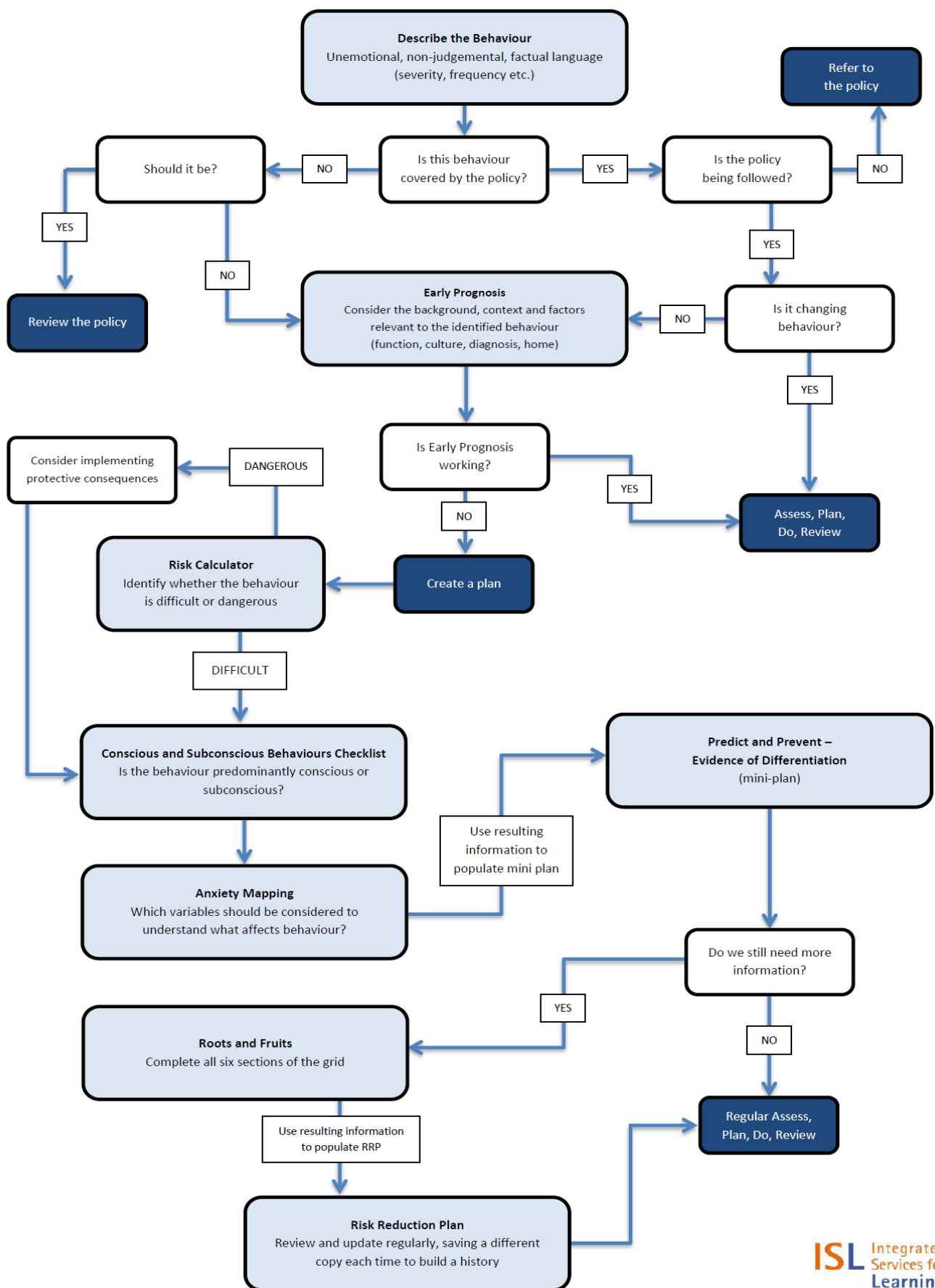
D) Graduated Response



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: - o Function of behaviour - o Health and wellbeing - o Context - o Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

E) Behaviour Flowchart



F) Early Prognosis

**The
behaviour**

Unemotional, non-judgemental, factual description, including severity and frequency.

•

Pupil voice

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Do we still need more information?

Function

Sensory	
Escape or Avoidance	
Attention	
Tangible gain	

Do we still need more information?

**Health &
wellbeing**

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

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Do we still need more information?

Context

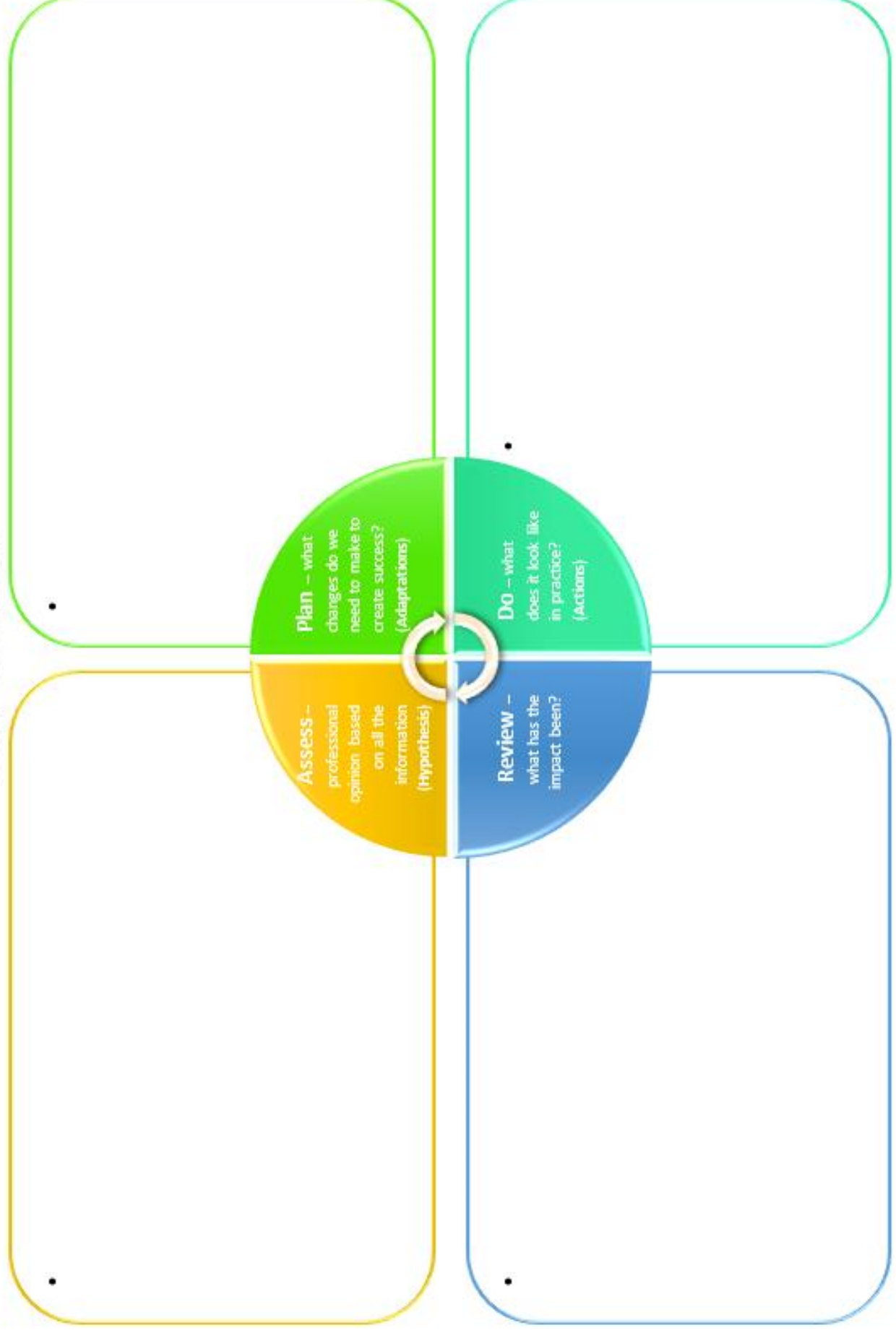
Home	School	Community

Do we still need more information?

**Cultural
relevance**

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Early Prognosis



G) Individual Behaviour Plan

Child X
Support Plan

	Risk reduction measures and differentiation				
	We will be supporting ... to understand that at school it is our job to ensure children are safe, happy and that they learn. Using the following de-escalation strategies, every effort will be made to ensure ... can have a successful day.				
	1 - Anxiety behaviours	2 - Anxiety behaviours	3 - Difficult behaviours	4 - Difficult behaviours	5 - Crisis/Dangerous behaviours
Behaviour					

Support Plan

Consequence					
Post incident recover and debrief measures					
Follow up	For staff: For Child : For Parents:				