

Crown Meadow First School and Nursery



Behaviour Policy

September 2025

This policy will be reviewed annually

Last review: September 2025

Next review: September 2026

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Legislation, statutory requirements and statutory guidance

This policy draws from legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools — Advice for headteachers and school staff (Feb 2024)
- Suspension and Permanent Exclusion Guidance (August 2024)
- Keeping Children Safe in Education (2025)
- Equality Act 2010
- Searching, Screening and Confiscation: Advice for Schools (July 2022)
- Use of Reasonable Force in Schools (2013)
- Supporting Pupils with Medical Conditions at School (Dec 2015)
- Special Educational Needs and Disability (SEND) Code of Practice (Jan 2015)
- Working Together to Improve School Attendance (2024)
- Mobile Phones in Schools

1. Introduction

At Crown Meadow First School & Nursery, we are dedicated to fostering a positive environment that promotes high standards of behaviour and where every individual is valued.

We are committed to creating this environment by having high expectations of personal conduct, both from the adults and the children. We achieve this by having three simple rules, clear and consistent steps for managing behaviour and consistent and fair consequences.

Crown Meadow First School has three simple rules:

- Be ready
- Be respectful
- Be safe

These rules echo our core values of empathy, diversity, curiosity, independence and resilience.

We believe that by developing self-esteem, mutual respect, and personal responsibility, we can create a nurturing atmosphere for all. Children are expected to show respect for others, as well as for school property, and to engage fully in lessons by listening attentively, participating, and completing tasks to the best of their ability.

Our priority with any child in school is to ensure they feel safe first. It is a foundation on which everything depends otherwise a child will not be able to relate to others, engage in learning and feel any peace. In line with Trauma Informed Practice, at Crown Meadow, adults must 'connect before they correct' so we strive for children to experience adults in school as warm, open and engaged professionals that are able to use positive methods of behaviour management and de-escalation that ensure there are non-shaming, restorative and developmentally appropriate sanctions for any socially unacceptable behaviour.

Children have an active role in developing and maintaining positive behaviour through:

- Negotiating class rules and norms
- Participating in the School Council, which models good behaviour
- Engaging with pupil-led initiatives, including the Junior Leadership Team, Eco Committee, Sports Crew, and Junior Librarians
- Participating in whole school discussions and reinforcement of our school rules, values and expectations

2. Aims

This policy aims to:

- Ensure a consistent approach to behaviour management across the school
- Define unacceptable behaviour, including bullying
- Clarify the expected standards of behaviour for pupils
- Outline the roles and responsibilities of all members of the school community in managing behaviour

- Promote the development of social, moral, spiritual, and cultural skills, and an understanding of British Values
- Set out the system of rewards and sanctions used to manage behaviour

3. Equality

At Crown Meadow, we are committed to providing an inclusive education where every child, regardless of their individual needs, is supported to achieve their best. We celebrate the diversity of our pupils and ensure their needs are met through personalised approaches. When necessary, we collaborate with external professionals, charities and local organisations such as:

- Educational Psychologists
- Behaviour Support Specialists
- Local Pupil Referral Units (PRU) Outreach Services
- Educational Welfare Officers
- Worcestershire Children First Team
- Children's Social Care
- Starting Well Bromsgrove, Women's Aid and Touchstones

3.1 Children with Additional Needs

Children with special educational needs (SEN) will have a personalised learning plan and may also have an Individual Behaviour Plan (IBP). If a child is at risk of exclusion, a Pastoral Support Plan (PSP) will be developed in partnership with parents and carers.

There are times when we appreciate this behaviour policy may not be right for an individual child's needs. In these cases, we work collaboratively both inside school and with external partners to personalise behaviour techniques to give every child the opportunity to consistently flourish.

The 'graduated response' will be used to assess, plan, deliver and then review the needs of a pupil with SEND and the impact of any support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues will be appropriate.

4. Roles and Responsibilities

4.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the school's statement of behaviour principles
- Working with the headteacher to monitor and evaluate the effectiveness of this policy

4.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving the behaviour policy
- Ensuring that the school environment supports positive behaviour
- Monitoring staff to ensure the consistent application of rewards and sanctions

4.3 Senior Leaders

The school's SLT is responsible for:

- Welcoming children and families at the start of each day
- Being a visible presence around the site and especially at transition times
- Ensuring all staff have a shared understanding of the behavioural expectations and importance of maintaining them
- Regularly sharing good practice
- Supporting teachers in managing learners with more complex behaviours, following the agreed process

4.3 Staff

Staff are responsible for:

- Consistently implementing the behaviour policy
- Modelling positive behaviour and setting clear expectations
- Tailoring their approach to meet the needs of individual pupils
- Recording behaviour incidents and addressing them appropriately and communicating with parents and any relevant stakeholders
- Ensuring they meet and greet every child at the classroom door every morning.
- Refer to 'Be Ready, Be Safe, Be Respectful'
- Giving first attention to best conduct sending a positive message to the rest of the class
- Being calm and giving 'take up' time when going through behaviour steps.
- Never ignoring or walking past learners who are making the wrong choice

4.4 Parents

Parents are expected to:

- Support their child in following the school's code of conduct
- Inform the school of any circumstances that may impact their child's behaviour
- Address any concerns with the class teacher promptly
- Collaborate with the school to support their child's behaviour
- Support our school rules of 'Be Ready, Be Safe, Be Respectful'

4.5 Children

Children are expected to:

- Follow the school's behaviour rules of Be Ready, Be Safe, Be Respectful

- Discuss any concerns they have about their own or other children's behaviour with adults promptly
- Take responsibility for their actions and behaviour

5. Behaviour Expectations

5.1 Our Vision for Behaviour

We aim to create a nurturing school community that values the contributions and uniqueness of every individual. Our goal is to provide a supportive, safe environment with clear boundaries, where every child can achieve their full potential. By fostering respect and mutual understanding, we strive to create an atmosphere where children feel empowered and motivated to succeed and are always supported to 'Be Ready, Be Safe and Be Respectful.'

Each class has a set of "class norms" on display, which outline the normal, expected behaviour in an age-appropriate format. These are decided each year in collaboration with the class, with the class teacher and/or SLT.

Good practice in managing behaviour is based on:

- Calm, consistent adult behaviour
- Build self-esteem
- Core expectations
- Certainty in routines
- Building relationships and resilience

5.2 Achieving This Vision

To achieve this vision, we:

- Establish a school culture that upholds high expectations of behaviour, grounded in shared values
- Promote positive behaviour through clear, consistent reward systems
- Encourage pupils to be reflective, responsible, and self-disciplined
- Empower children to take responsibility for their actions and behaviour
- Foster empathy, encouraging an understanding of the needs and rights of others
- Prevent bullying and promote inclusive behaviour
- Build partnerships with parents and carers to support the development of good behaviour both at school and at home

5.3 Children's Rights

Children have the right to:

- Aim high and achieve their full potential
- Learn in an environment free from disruption
- Receive praise and encouragement for positive behaviour
- Feel safe, both physically and emotionally

5.4 Teachers' Rights

Teachers have the right to:

- Teach in a positive, non-disruptive environment
- Set clear expectations for behaviour
- Take appropriate action to prevent any child's behaviour from negatively affecting others
- Be supported by parents, colleagues, and senior staff
- Be respected by all children
- Feel safe, both physically and emotionally

5.5 Why Good Behaviour Matters

Good behaviour is fundamental to ensuring every child's right to learn, to feel safe, and to be respected. A positive learning environment, where children feel valued and confident, is key to their success. We aim to help children develop into well-rounded individuals who exhibit positive behaviours.

5.6 What good behaviour looks like at Crown Meadow

We encourage children to demonstrate exemplary behaviour in lessons, around the school, and during school trips. Positive reinforcement helps children take pride in their achievements and encourages a commitment to continuous improvement.

In lessons	<ul style="list-style-type: none"> - All children listening, learning and on-task - Well structured and quiet transitions to maximise learning time - Children taking responsibility for their learning - Following Class Norms - Responding to teacher signals to stop and listen quickly - Effective, focused partner talk about learning - Hands empty, body still, eyes looking, ears listening - Showing they are ready to learn - Helping to tidy and being tidy - Staying in seats during lesson input, with only purposeful movement during lessons - Quiet learning with focused whispers while doing independent work
Walking around school	<ul style="list-style-type: none"> - "Crown Corridors" - Staying in line, facing the front - Silent lines when moving as a class - Whispering voices when moving around school in pairs or groups - Picking up litter/coats - Respecting displays
At playtime	<ul style="list-style-type: none"> - Engaged in play - Respectful to all staff and peers - Inclusive - Friendly - Good, positive language - Ask to return to school, walking to the toilets - Inform an adult if they have been harmed/felt unsafe - Respecting equipment, playing with it safely and putting it away carefully - "We do not have rough play at Crown Meadow"
At lunchtime	<ul style="list-style-type: none"> - Respectful to staff and peers

	<ul style="list-style-type: none"> - Inclusive - Friendly - Polite conversation, with consideration for noise levels - Good table manners - Clear away after their meal
On trips	<ul style="list-style-type: none"> - Listening to adults - Representing Crown Meadow First School - Staying in pairs - Being mindful of the public and respectful towards others - Sensible and smart - Enthusiastic - Polite - Quiet voices
In assembly	<ul style="list-style-type: none"> - Respectful - Enthusiastic - Listening - Leaving and entering the hall while singing and in an orderly line

We ensure behaviour is consistently good or better by all adults having consistently high expectations of all children.

5.7 Rewards at Crown Meadow

At Crown Meadow, we believe in rewarding positive behaviour to help children build self-esteem and confidence. We aim to ensure that 'first attention goes to best conduct' and to create clear, simple routines and expectations that make the children feel like valued members of our learning community and are motivated to reach their personal best.

Whilst we put a strong emphasis on intrinsic motivation, we do use extrinsic factors to support children and reward them for making the right choice.

Examples of motivators include:

- **'Always Child' celebrations:** Once per term, two children per class are chosen by the class teacher to have hot chocolate, squash, cake or ice cream with the Headteacher for consistently demonstrating the school's values.
- **VIP Assembly:** Before Friday, one child is selected by their class teacher for being 'Very Impressive Pupil' and embodying the school's values. Their parents will be contacted to invite them to a celebration assembly on Monday (Friday for Reception) where their child will receive a certificate for going over and above with their behaviour or learning.
- **House Points:** Awarded by staff for positive behaviour and academic achievement, contributing to class and house totals.
- **Showcase assembly:** Children are invited to share their extra-curricular achievements on a Tuesday morning so we can celebrate their success.
- **ClassDojo points.** Please see our ClassDojo policy (Appendix for more information on this).
- **Additional Rewards:** Praise from Phase Leaders or Senior Leadership Team members, non-verbal rewards (e.g., thumbs up, smiles), stickers, certificates,

postcards home, whole class rewards such as marbles in the jar, and Headteacher awards for exceptional behaviour.

5.8 De-escalation strategies

Staff are trained in a range of de-escalation strategies, to help diffuse conflicts as they begin, to prevent them from getting worse. Using strategies to de-escalate conflicts in their earliest stages can stop small behavioural issues before they get out of hand. It involves adults having positive relationships with vulnerable children, recognising trigger points and making timely interventions in a calm and controlled manner.

These strategies can prevent a crisis point from occurring:

Non-verbal strategies

- Limit eye contact, approach child from the side
- Maintain neutral facial expressions
- Maintain open posture and gestures
- Respect personal space, keep a safe distance and avoid touching
- Move to a private space
- Responsive timing and intensity
- Change of face, another key adult may be more able to diffuse the situation

Verbal strategies

- Maintain neutral tone of voice
- Speak calmly, with empathy and validate emotions, avoid being judgmental or accusatory
- Avoid using the word 'no', replace with a positive action or use of 'Name, stop'
- Use the 'when/then' rule
- Offer positive choices
- Refocus the conversation, avoid being drawn into an argument
- Distraction, use phrases like 'I wonder if...'
- Repair and restore the relationship after a situation, offer reassurance they are valued and part of a solution to the problem

6. Transition and re-integration

At Crown Meadow First School & Nursery, we ensure that all pupils are supported to understand and engage with our behaviour expectations from the start. New starters and mid-year admissions receive a structured induction, including an introduction to the school rules, class norms, and restorative approach, supported by their class teacher and a buddy where appropriate. Children who have had a period of extended absence or suspension will also be re-integrated successfully with a meeting with SLT. This approach ensures that every child, regardless of when they join or return to school, is fully supported to thrive in a safe and respectful learning environment.

7. The Restorative Approach

We use Restorative Practice principles to help children understand the impact of their actions and to restore positive relationships. Our goal is to help every child learn from their mistakes, build empathy, and develop better behaviour moving forward.

7.1 Principles of the Restorative Approach

The restorative approach at Crown Meadow First School is grounded in the belief that positive relationships, built on respect and fairness, create a supportive, accountable, and respectful community. We recognize that every individual is responsible for their own behaviour and that understanding the impact of one's actions on others is key to personal growth and repair. Rather than focusing solely on punishment, restorative practice provides opportunities for children to reflect on their behaviour and work towards repairing harm.

We emphasize the importance of positive language, behaviour, and the development of meaningful relationships with both colleagues and pupils. When relationships are positive, individuals are less likely to cause harm or disrupt the learning environment.

Through restorative practices we aim to:

Reduce...	Improve...	Develop...
<ul style="list-style-type: none">• low level disruption• disruptive behaviour• conflict• bullying• exclusions	<ul style="list-style-type: none">• behaviour• learning• attendance• outcomes	<ul style="list-style-type: none">• honesty• responsibility• accountability• empathy• emotional literacy• conflict resolution skills• positive learning behaviour• positive learning environment• independence

7.2 The Restorative Questions

In restorative conversations, children are encouraged to reflect on their actions through a series of guided questions. These questions help individuals understand the impact of their behaviour and how to repair relationships:

- **What happened?**
This question draws out each person's version of events, starting with the individual who caused harm. The goal is not to immediately reach a conclusion, but to listen to each perspective.
- **What do you think and feel about that?**
Each person reflects on their thoughts and feelings at the time of the incident, and how they feel now.
- **Who has been affected and how?**
This question helps identify who has been harmed, considering both direct and wider impacts (e.g., school community, families).
- **What are the needs of those involved?**
What do those affected need to feel better and begin repairing relationships?
- **What needs to happen next to make things right?**
Pupils, with adult support, negotiate ways to meet the needs identified and agree on a plan to repair the harm.

Restorative practice encourages pupils to take ownership of their actions, fostering personal responsibility and empowering them to resolve conflict in a positive way. When children are

involved in the process of creating a solution, they are more likely to adhere to the agreed resolution. Every restorative conversation aims to guide the child to reflect on their choices, supported by an adult.

7.3 Implementation in Key Stages 1 and 2

At the start of each day, all children are expected to adhere to the school rules. If a child's behaviour deviates from the school's expectations, the following steps are taken:

1. **Rule Reminder (in class):** Children are reminded of the school rules and expected behaviour.
2. **Verbal Warning – 2nd rule reminder (in class):** If the behaviour persists, a verbal warning is given, providing the child another opportunity to correct their behaviour.
3. **Pause Time (in class or close by):** If the behaviour continues, children are given time to pause for a moment and refocus. This can involve moving within the classroom or to a close by area such as the breakout area, 2-5 minutes. A sand timer and visual prompts are provided to support reflection.
4. **Restorative Conversation (out of class):** If the behaviour persists after pause time, a restorative conversation with an adult will take place. This may be during break or lunchtime. The staff member may record the incident on CPOMS. During the conversation, staff should use the restorative conversation prompt questions to guide the discussion. Children should be permitted to draw their feelings and explanations of events if this supports them to articulate their thoughts. Parents will be informed verbally upon collection (or by telephone if parents do not collect) when a restorative conversation occurs.
5. **Refer to SLT:** If children are still unable to follow the class rules on the same day, they will then be referred to the senior leadership team for a further restorative conversation and learning opportunity on how to improve and prevent the behaviour. Parents will be informed when an SLT restorative conversation takes place, either directly by SLT or via the class teacher verbally (or by telephone if parents do not collect).

The sequence will be followed for breaking school rules. If a child has pause time and then continues to break the rules (even if a different behaviour is shown) they will still progress to a restorative conversation.

If a child is needing to have multiple restorative conversations, with no observed impact, they will be referred to the phase leader. The phase leader will monitor the child's behaviour, discuss any additional intervention with the class teacher and refer to the pastoral lead and behaviour lead if needed.

If a child misses learning time due to disruptive behaviour, the class teacher or teaching assistant may send work home to ensure continuity in their learning.

These steps link to the ClassDojo red points, meaning parents will be informed through ClassDojo should a child receive a 2nd rule reminder or pause time. Parents will be informed in person should the child need a restorative conversation.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), or is experiencing significant challenges at home.

See Appendix 5 for a summary of the behaviour ladder with key sentences staff will use.

7.4 Direct referral to SLT/Phase Leaders

There may be times when SLT are called directly, without children progressing through the ladder. Incidents which may be referred directly to SLT include, but are not limited to, the following:

- a. One off, serious, behaviour incidents such as fighting or aggressive behaviour
- b. Physically hurting another child or an adult, deemed to be on purpose
- c. Causing damage to property
- d. Bullying
- e. Racism, sexism, homophobia or any other discriminatory language or actions
- f. If children are an immediate danger to themselves or others
- g. Persistent refusal
- h. Ongoing disruption to their own and other's learning

Conversely, there may be times in the day where SLT are involved with managing behaviour due to being on lunch or break duty, covering classes in assembly or generally around school. In these cases, SLT will follow the usual behaviour ladder.

7.5 Restorative Language

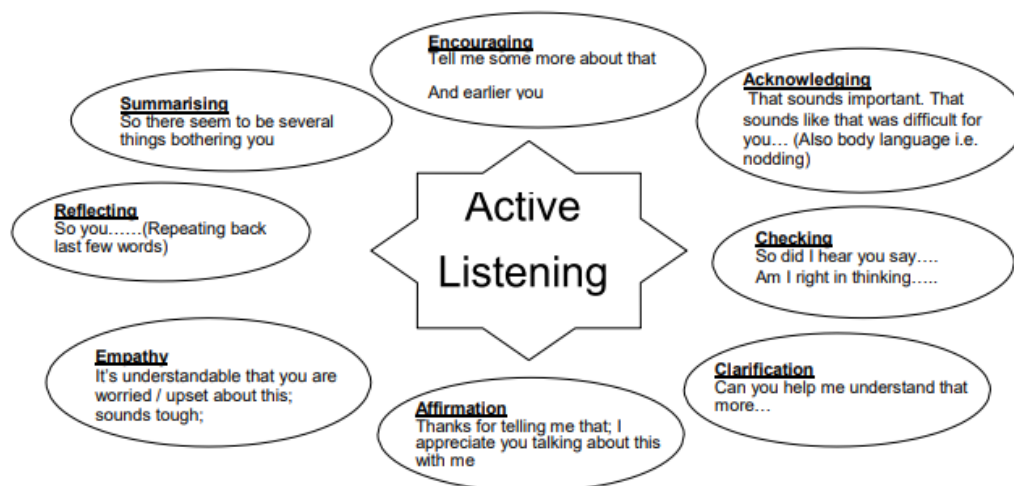
To support conflict resolution, staff use the following restorative language to encourage reflection:

- **What happened?**
- **What were you thinking at the time?**
- **What needs to happen to make this right?**
- **What would you do differently next time?**

Other prompts may include:

- **What would you think if this happened to you?**
- **How can we put this right?**
- **What other choice could you have made?**
- **How can we prevent this from happening again?**

All staff working within our school use active listening skills when dealing with a conflict. It is important that adults connect with the children, listen to their viewpoints rather than interrogate, lecture and be judgmental. Active listening enables staff to draw out more from those children involved and should try to ensure the children form their own agreement when possible.



8. The Restorative Approach in EYFS

In the Early Years Foundation Stage (EYFS), behaviour may reflect developmental stages or communication needs. Staff will use elements of the KS1 behaviour ladder as relevant but primarily use a communicative approach to help children express their feelings and resolve conflicts. For example, children may use the “stop” signal to indicate when something makes them uncomfortable.

8.1 Conflict Resolution in EYFS:

1. Staff approach calmly and stop any hurtful actions.
2. Acknowledge children’s feelings.
3. Gather information to understand the situation.
4. Restate the problem to clarify any misunderstandings.
5. Encourage children to come up with solutions together.
6. Staff support children in implementing the solution.

This approach fosters emotional awareness and teaches children appropriate ways to manage their feelings and interactions. The emphasis is on modelling positive choices, redirecting behaviour, and supporting language development.

9. Persistent Unacceptable Behaviour

If a child reaches three restorative conversations, or there are significant concerns about one or more behaviour incidents, the phase leader and/or pastoral lead will monitor the behaviour. A conversation with the child and class teacher will aim to understand the reasons behind the persistent behaviour. Parents will be informed, and interventions or support will be put in place, making the best possible use of Crown Meadow’s skills. Patterns and trends for behaviour will be shared with staff and CPD put in place as needed.

9.1 Individual Behaviour Plans (IBPs)

If a child has six restorative conversations or there are significant issues impacting on their behaviour, the Behaviour Lead will formally monitor the child's behaviour. A meeting with the parents will be arranged to discuss whether an Individual Behaviour Plan (IBP) is necessary. IBPs have specific targets and are reviewed every six weeks. The school will also involve lunchtime staff to ensure consistent support. If a child requires additional support to manage their behaviour, the IBP will include tailored interventions.

Individual Behaviour Plans may also be put in place for children with persistent behaviour needs, regardless of the number of restorative conversations held. This will occur on a case by case basis and always in liaison with parents, teaching staff and the Behaviour Lead.

If a child's behaviour poses serious or ongoing challenges, the Positive Behaviour Team and/or The Beacon may be contacted for further guidance, including advice regarding exclusions/suspensions.

10 Consequences

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. Through restorative approaches, we aim to support children to recognise and improve their behaviour. There may be times when additional sanctions are required to encourage pupils to recognise that their behaviour has consequences.

10.1 Use of consequences

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- Focus on the behaviour rather than the person
- It must be clear why the consequence is being applied, reflecting back to school rules.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that all consequences are administered fairly and consistently. Reoccurrences of the same issue within a short time shows the consequence did not have the desired impact and so subsequently, the incident should be escalated to Phase Leader or for SLT involvement.

10.2 Examples of consequences

Give back time - This can happen at play or lunch time. The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is, usually up to 10 mins. This will usually happen in class with the teacher, but it can happen with Phase Leader or SLT. This time can be used to complete missed learning, tidy up any mess they have made, set written tasks etc. The behaviour must be logged on CPOMS.

On report – regular reporting on behaviour for a limited time (generally, 2-4 weeks). This is also used to identify patterns in behaviour (timing, teachers, subject). Parents will be informed if child is placed 'on report'.

Proportionate loss of privileges – Consequences can escalate to loss of a role/responsibility, club attendance etc. Parents must be informed and logged on CPOMS

11. Suspension/Exclusion from School

Terminology:

Suspension – a fixed term period of exclusion

Exclusion – a permanent period of exclusion

The behaviour policy, underpinned by restorative practice, aims to ensure the safety and well-being of all members of the school community. Suspension or Exclusion is seen as a last resort, with the goal of minimizing its use as a sanction.

11.2 Circumstances for Suspension/Exclusion

Suspension/permanent exclusion may be considered if there is a serious or persistent breach of the school's behaviour policy or if a child's continued presence in school would harm the education or welfare of others.

If adults or children are injured deliberately or with intent, a period of suspension will be implemented by the Headteacher, or in their absence the Deputy Headteacher in their absence. The length of the period of suspension will depend on the severity of the incident and the number of previous incidents. In severe cases, permanent exclusion will be considered.

Examples of behaviour that may result in suspension or exclusion include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive, and the Headteacher will make a judgment based on the specific circumstances.

11.3 Exclusion Process

Exclusion can be either fixed-term (suspension) or permanent and is always decided by the Headteacher, or in their absence, the Deputy Headteacher if they are acting in the role of Headteacher. An amended Pastoral Support Plan will be implemented following any period of exclusion.

A suspension can also be for full days or for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

See Appendix 2 for further information on suspensions/exclusions at CMFS. Please also consult our exclusions policy.

Children returning after a period of absence, suspension, or exclusion are re-inducted through a meeting with a member of the senior leadership team to review expectations and reinforce positive behaviour strategies.

12 -Anti-Bullying Procedures

All children are entitled to a childhood that is free from fear and uncertainty. Children have the right to be protected against bullying and should be respected for who they are, with the right to personal dignity. The interests and safety of our children will always be our highest priority and we aim to provide an environment which protects children from bullying by being a setting where;

- everyone feels safe, cared for and valued for what they bring the community.
- everyone is watchful for the possibility of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

At Crown Meadow, we encourage all members of our school community to report bullying concerns.

Pupils	Parents	Staff
Pupils should report concerns to: - A trusted adult in school - A parent/carer - A friend - Childline – 08001111	Parents should report concerns to: - A member of school staff - The school office	Staff should: -record concerns using CPOMS, using bullying tag and/or child-on-child abuse tag -speak to SLT -follow the procedure below.

Please see our Anti-Bullying policy for a detailed account of how we prevent and tackle all types of bullying at CMFS.

13. Early intervention and preventative methods

The methods used by the school to promote positive behaviour, peer support and the celebration of diversity. The following strategies will be used to prevent bullying incidents:

- Story Project and PSHE lessons promote the personal, social and emotional health of all pupils and raise awareness, promote mutual respect, self-discipline, interpersonal skills and social responsibility which underlie good behaviour. Teaching about healthy relationships provides the children with the knowledge, skills and attitudes which help them recognise anti-social or bullying behaviour in themselves and in others, and thereby help to prevent it. We directly teach what is bullying and what is not bullying (eg. two friends falling out, one-off argument or difference of opinion) the role of the bystander, how to report incidents and get support.

- School Assemblies and values promote the age-appropriate understanding the problem of bullying, procedures to follow, who to tell if you experience or witness bullying, to encourage shared understanding and responsibility
- Annual participation in Anti-bullying week, Online safety and Well-being weeks to raise awareness and provide additional opportunities to focus on these key themes.
- Small group and individual teacher/teaching assistant/ pupil discussions – to provide a forum for listening and restorative conversations. Our Teaching Assistants as well as our teachers are trained to provide extremely good support to pupils by listening and guiding them in positive behaviour choices.
- Children who need guidance in their behaviour towards others are most likely to be offered support and intervention, with specific targets for improving behaviour.
- Children with personal, emotional and social difficulties are offered pastoral support to promote the emotional well-being of all children.
- In some cases, this may involve formulating an Individual Behaviour Plan or Pastoral Support Plan which is then reviewed at frequent intervals with parents.

14. Physical Contact

14.1 Role of Physical Contact

Physical contact may be necessary in certain situations, such as teaching physical skills, administering first aid, or providing comfort. Especially in the Early Years and Ks1, staff may offer physical reassurance, particularly during the settling-in period.

14.2 Use of Reasonable Force

Staff may use reasonable force to ensure safety or to guide a child's behaviour, provided the action is proportionate to the situation. All instances of physical contact are recorded, and parents are informed. See Appendix 4 for further information.

14.3 Team Teach Approach

Staff are trained in de-escalation techniques, including the Team Teach approach, for managing extreme behaviour. In rare cases, physical restraint may be necessary for safety, and parents will be informed.

To fulfil our duty of care to prevent harm, Positive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or

c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Many staff have attended Positive Physical Intervention (Team Teach) training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

Our policy for PPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. PPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been PPI, a record must be made in the Bound and Numbered incident book, held in the secure cupboard in the Leadership office. Parents must be informed as soon as practical after the incident.

15. Training

All staff receive training on behaviour management as part of their induction and continuing professional development. This includes training in the appropriate use of restraint.

16. Searches and Confiscation

Although extremely rare, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The Head Teacher has authorised the Senior Leadership Team within Crown Meadow First School the statutory power to search a pupil or their possessions when they have reasonable grounds to suspect:

- They may have a prohibited item (see prohibited items list, appendix 3)
- They may have any other items that the school identify as an item which may be searched for

The Designated Safeguarding Lead (DSL) or Deputy (DDSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, as listed.

The staff member will involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk. The authorised staff member conducting the search will follow the DfE guideline in [Searching, screening and confiscation: guidance for schools \(July 2022, updated 2023\)](#) regarding consent, the search and confiscation of articles. An appropriate location for the search will be found, and where possible will be away from other pupils.

The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There will be another member of staff present as a witness to the search.

The exception to this is that a staff member can search a pupil of the opposite sex and/or without a witness present only:-

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to the person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practical for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonable practical for the search to be carried out in the presence of another member of staff.

Any search conducted without a witness will be immediately reported to another member of staff and a record of the search will be kept. All searches will be recorded on CPOMS.

Parents will always be informed of any search as soon as is practical, and the outcome. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching and confiscation should be dealt with through the normal school complaints procedure.

17. Mobile phones/Smartwatches

We recognise that the area of mobile technology is rapidly advancing and it is our school's policy to review its stance on such technology on a regular basis. Currently our policy is this:

- Members of staff are permitted to bring their personal mobile devices into school. They are required to use their own professional judgement as to when it is appropriate to use them. Broadly speaking this is:

- ✓ Personal hand held devices will be used in lesson time only in an emergency or extreme circumstances

- ✓ Members of staff are free to use these devices outside teaching time in specified area only

- ✓ A school mobile phone is available for all professional use (for example when engaging in off-site activities). Members of staff should not use their personal device for school purposes except in an emergency.

- Members of staff are allowed to take digital still and video images to support educational aims, but must follow policies concerning the sharing, distribution and publication of those images. Those images should only be captured using school equipment; the personal equipment of staff should not be used for such purposes.

- Pupils are not currently permitted to bring their personal hand held devices into school.

Pupils can wear smart watches with some exceptions:

- the device must not have a camera function
- the device must not receive messages or calls

- the device must not be used to access the internet

Personal hand held technology	Staff / adults				Pupils			
	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission	Not allowed
<i>It is important that schools/academies review this table in the light of principles agreed within their own establishment.</i>								
Mobile phones may be brought into the school	✓							✓
Use of mobile phones in lessons				✓				✓
Use of mobile phones in social time		✓						✓
Taking photos on personal phones or other camera devices				✓				✓
Use of hand held devices e.g. PDAs, gaming consoles		✓					✓	

18. Links to Other Policies

This policy is linked to the following:

- Child protection and safeguarding policy
- Anti-Bullying Policy
- Positive Handling Policy
- Exclusions policy
- Online Safety policy
- ClassDojo policy

19. Monitoring

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. Regular class and Key Stage behaviour reminders and reviews, form an integral part of monitoring our policy.

SLT and Phase leaders have an integral role in monitoring the day-to-day implementation of the policy. Being a presence in the playground, corridors and dining hall will allow SLT to informally monitor behaviour around school, being available to offer support if needed. Planned learning walks, lesson observations and governor drop-ins also provide valuable insight into behaviour around school.

Weekly pastoral meeting will monitor behaviour incidents logged, which can then in turn influence the deployment of pastoral TA, recommendations for quality first teaching strategies and interventions.

Individual behaviour can be monitored using CPOMS logs over time. In some cases, report cards and IBP/PSP will be used to track progress in relation to specific concerns and targets set.

The school will collect data on the following:

- Behavioural incidents, including restorative conversations, removal from classroom
- Logs of bullying, racist, online or child-on-child abuse incidents.
- Attendance, permanent exclusion and suspension

- Use of external agencies, pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by SLT to identify trends in year groups, alongside protected characteristics, and behaviour types to inform necessary interventions and ensure that all duties under the Equality Act 2010 are being met. Information on behaviour and support will be reported on a termly basis to the governing body in the Headteacher report.

This policy is designed to ensure that Crown Meadow First School & Nursery provides a safe, supportive, and inclusive environment where every child has the opportunity to learn and develop to their full potential. This behaviour policy will be reviewed by the headteacher, SLT and governing board each year. At each review, the policy will be approved by the headteacher.

Appendix 1 -School Rules and Values

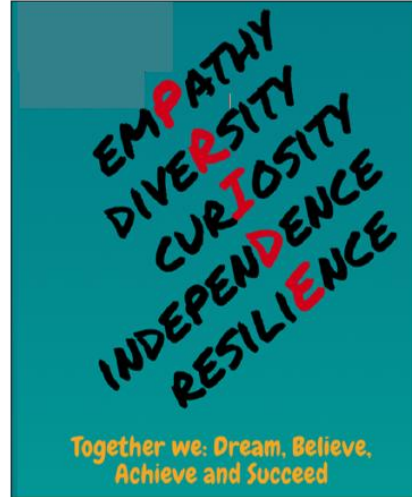


Our School Rules

1. Be safe
2. Be ready
3. Be respectful



Our School Values



Appendix 2 Procedures for Dealing with Major Incidents

A verbal warning by the Headteacher concerning future conduct.



Withdrawal from the classroom (duration to be decided by the Headteacher).



A discussion with parents informing them of their child's unacceptable behaviour.



A meeting with parents, at which a warning is given about further sanctions.



A case conference with parents and support agencies.
(PSP) Pastoral Support Plan will be written and implemented if the child is at risk of being excluded.



If the problem is severe or reoccurring, the Headteacher will suspend the child concerned for a fixed term period (not exceeding 5 days at any one time).



A period of time when recommendations from the case conference are put into action.



Failure to comply with any of the above could result in permanent exclusion to which the parents have the right to appeal to the Governing Body.



The Headteacher will make the decision to exclude only:

- a) in response to serious incidents
- b) if allowing the pupil to remain in school would seriously harm the education or the welfare of others in school

N.B. This is not a hierarchical process. Each incident would be dealt with on an individual basis dependent on the severity and nature of the incident and the children involved. Violence towards another child or member of staff is considered a very serious incident and will be dealt with accordingly.

Appendix 3

Searching and Confiscation of inappropriate items

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette packets, vape paraphernalia
- Fireworks
- Pornographic Images
- Any article that the member of staff reasonably suspects has been, or is likely to be used
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the pupil)

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. Authorised staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Behaviour in Schools Advice for headteachers and school staff, DfE, February 2024

See [Searching, Screening and Confiscation](#) for further information - *Searching, Screening and Confiscation Advice for schools, DfE, July 2022*

Appendix 4

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

For further information, please see Use of reasonable force Advice for headteachers, staff and governing bodies, DFE July 2013

The following is a summary of the behaviour ladder with key scripts:

