Crown Meadow First School and Nursery

Behaviour Policy

September 2026

This policy will be reviewed annually

Last review: September 2026
Next review: September 2027

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(Chair of Governors)

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(Head Teacher)

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 — Department for Education, February 2024.
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units — Department for Education, August 2024.
- Keeping Children Safe in Education (KCSIE) — Department for Education, July 2026
- Equality Act 2010 — UK Parliament (primary legislation).
- Searching, Screening and Confiscation: Advice for Schools — Department for Education, July 2022.)
- Use of Reasonable Force / Restrictive Interventions guidance — Department for Education (2026)
- Supporting Pupils with Medical Conditions at School — Department for Education, December 2015.
- SEND Code of Practice: 0 to 25 years — Department for Education and Department of Health, January 2015.
- Working Together to Improve School Attendance — Department for Education, August 2024
- Mobile Phones in Schools — Department for Education, January 2026

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. This is a foundation on which everything depends. 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. All staff ensure they use non-shaming, restorative and developmentally appropriate sanctions for any 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 understand that, for some children with certain needs, we may need to adapt or be flexile with our behaviour approaches, particularly for children in our Nest and Hive provision. We celebrate the diversity of our pupils and ensure their needs are met through personalised approaches on a case by case level.

We value the input of colleagues and, where 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, Play Therapy, Women's Aid and Touchstones

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

4.4Staff

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
- Using ClassDojo to promote positive behaviour
- Being calm and giving 'take up' time when going through be behaviour steps.
- Never ignoring or walking past learners who are making the wrong choice

4.5 Parents/Carers

Parents/Carers 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

4.6 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.' Kindness is expected, modelled and praised in all we do.

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
- Make "characteristics of effective learning" explicit to the children and recognise when these are shown

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	- 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 respecting the class environment and resources - Staying in seats during lesson input, with only purposeful movement during lessons - Quiet learning with focused whispers while doing independent work
Walking around school	- "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	- 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	- Respectful to staff and peers - Inclusive - Friendly - Polite conversation, with consideration for noise levels - Good table manners - Clear away after their meal
On trips	- 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	- Respectful - Enthusiastic - Listening - Leaving and entering the hall while singing and in an orderly and silent 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:

- **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 Friday at 9am, where their child will receive a certificate for going over and above with their behaviour or learning.
- **ClassDojo Points**: Awarded by staff for positive behaviour and academic achievement, contributing to class and house totals. Please see our ClassDojo policy for more information on this.

- **House winners** : Children are in house groups and their collective Dojo points are totalled up to find a winner each half term. Prizes for the winning house have included movie nights, the animal man or party experiences.
- **Showcase assembly:** Children are invited to share their extra-curricular achievements on a Tuesday morning so we can celebrate their success.
- **Additional Rewards**: We have many different rewards and these may change throughout the year. Rewards include: praise from Phase Leaders or Senior Leadership Team members; non-verbal rewards (e.g., thumbs up, smiles); stickers; certificates or postcards home; whole class rewards such as marbles in the jar; Headteacher awards for exceptional behaviour or effort.

5.8 Characteristics of effective learning

At Crown Meadow First School we will align ClassDojo points and rewards to the Characteristics of Effective Learning (See Appendix 6) so that praise and incentives promote the dispositions we want all pupils to develop. Teachers will award points for observable behaviours, communicate examples to parents/carers through Dojo points and messages, and use the class overview to track patterns and identify children who need adult scaffolding or stretch in certain areas. This keeps the whole school culture focused on learning habits and makes expectations consistent between EYFS and KS1/2.

5.9 De-escalation strategies

Staff are trained in a range of de-escalation strategies, linked to trauma informed practice, 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. This involves adults having positive relationships with vulnerable children, recognising trigger points and making timely interventions in a calm and controlled manner. We use emotion coaching strategies to support a child, including labelling, validating, limit setting and problem solving.

Staff at CMFS use the following strategies to help de-escalate a child, always with the child's best interests at heart:

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
- Encourage a 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
- Use phrase such as "I notice…" " I wonder if you might be…" "I can see you are…."
- Offer positive choices
- Refocus the conversation, avoid being draw 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. Every child who has had any length of suspension will be given a Pastoral Support Plan and this will be reviewed fortnightly for 6 weeks with parents to support the transition back to school. 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…
• low level disruption • disruptive behaviour • conflict • bullying • exclusions or suspensions	• behaviour • learning • attendance • outcomes • wellbeing	• honesty • responsibility • accountability • empathy • emotional literacy • conflict resolution skills • positive learning behaviour • positive learning environment • independence

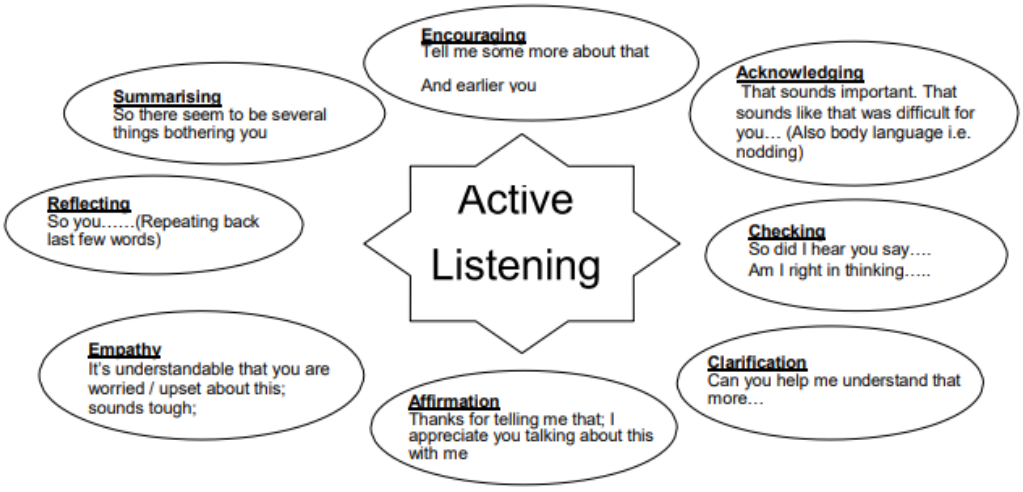
7.2 The Restorative Questions

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.

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. CMFS approach to behaviour that falls below expectations

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. This is logged on ClassDojo so parents get an indication of their child's behaviour during the day.
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 or an alternate classroom for 2-5 minutes. A sand timer and visual prompts are provided to support reflection. This is logged on ClassDojo so parents get an indication of their child's behaviour during the day.
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 will record the incident on CPOMS (during the Autumn term we are transitioning from CPOMs to Arbor). 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 the above steps are not successful to enable children to meet school expectations, 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.

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.

8.1 Our approach in EYFS (and the Nest/Hive)

Staff will on the whole follow the school behaviour steps but we understand for our youngest or most vulnerable children they will need additional reminders, visual supports and in some cases alternative approaches.

In the Early Years Foundation Stage (EYFS), behaviour may reflect developmental stages or communication needs. Staff will 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.

Our 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.

8.2 Our approach for children with Additional Needs

The SENCO and class teacher/behaviour lead will identify pupils for whom standard approaches are ineffective, due to their individual needs. In these cases, we will use a graduated response. This may involve adapting expectations, provide visual prompts, pre-teaching, providing sensory breaks, personalised behaviour support plans, and small-step targets.

Children with special educational needs (SEN) will all have an Individual Teaching Plan, some may have an EHCP but some may also require an Individual Behaviour Plan (IBP) with specific behaviour targets. If a child is at risk of exclusion, a Pastoral Support Plan (PSP) will be developed in partnership with parents and carers. Children may also have a Risk Reduction Plan (RRP) if their behaviour could put them in unsafe situations.

8.3 Direct referral to SLT/Phase Leaders

There may be times when SLT are called directly, without children progressing through the behaviour steps. 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. Seriously hurting another child or an adult, deemed to be on purpose
c. Causing serious damage to property
d. Bullying
e. Racism, sexism, homophobia, misogynistic 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 steps.

9. Persistent behaviour that falls below our expectations

If staff notice a repeated pattern of low level behaviour, or there are significant concerns about one or more behaviour incidents, the phase leader, pastoral lead and/or behaviour 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 Support and Adjustment Plans (IBSAPs)
If a child is not responding to the usual behaviour policy steps or there are significant/persistent issues impacting on their behaviour, the Behaviour Lead will formally monitor the child's behaviour. A meeting with the parents/carers will be arranged to discuss whether an Individual Behaviour Support and Adjustment Plan (IBSAP) is necessary. These 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.

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 only; staff should avoid bringing public attention to a reprimand or sanction

● It focuses 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.

● The consequence should be proportionate

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 (moving to Arbor).

A "check in chart" – This involves a child being asked to regularly check in with a member of SLT at key points during the day/week for a limited time (generally, 2-4 weeks). Check ins allow the child to celebrate successes as well as monitor behaviour, identify patterns in behaviour (timing, teachers, subject) and support the child to progress. Parents will be informed if child is given a check in chart.

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

11. Suspension/Exclusion/Seclusion from School

Terminology:

Suspension – a fixed term period of exclusion, children are sent home

Internal suspension – a measure used within school to provide an extended time away from the classroom to help children reset and refocus.

Exclusion – a permanent period of exclusion, children are not permitted to return to school

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others, used as a safety measure

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 Seclusion/Suspension/Exclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving, used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. This will never be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be always supervised during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. At CMFS we would only ever use seclusion to ensure a child is kept safe.

Internal suspension may be used when a child is not responding to the usual behaviour policy steps or their behaviour is serious but does not warrant an external suspension. During an internal suspension a child is always supervised and has the support of an adult.

An internal suspension would usually last no longer than half a day. The Headteacher will make a judgment based on the specific circumstances.

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. 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.

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. A Pastoral Support Plan will be implemented or updated following any period of exclusion.

11.4 Part time timetables

Pupils of compulsory school age are entitled to a full-time education. In exceptional circumstances, and only where it is in the pupil's best interests, the school may agree a

temporary part-time timetable. A part-time timetable will only be used for the shortest time necessary and will not be used to manage behaviour.

A part-time timetable will:

- be agreed in writing by the school and the pupil's parent/carer
- have a clear purpose and ambition and form part of a wider support, health or reintegration plan;
- include regular review dates, a proposed end date and a clear exit strategy to full-time education;
- be kept under regular review with the pupil, parent/carer and, where relevant, the social worker or local authority (including where the pupil has an EHCP);
- be recorded by the school as authorised absence using the correct DfE attendance code.

Part-time timetables will only be used in very exceptional circumstances and only where they form part of a time-limited reintegration, health or support plan intended to return the pupil to full-time education.

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.

12.1 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 aim to prevent 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.

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

13. 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.

13.1 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 positive physical intervention (PPI) are recorded in the Bound and Numbered incident book and parents are informed through a letter on Medical Tracker. See Appendix 4 for further information.

13.2 Team Teach Approach

Staff are trained in de-escalation techniques, including the Team Teach approach, for managing behaviour that may require restrictive physical intervention.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

We always evaluate – Is it proportionate? It is necessary? Have we considered the child's wellbeing?

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.

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 by letter as soon as practical after the incident.

14. 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 restrictive physical intervention. We liaise with the Beacon Schools Support team for the most up to date and relevant advice and CPD.

15. 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.

16. 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 not be used in lesson time. If there is an emergency or extreme circumstances this should be agreed by SLT.

✓ Members of staff are free to use these devices outside teaching time in specified area only, with no children present

✓ 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 *It is important that schools/academies review this table in the light of principles agreed within their own establishment.*	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
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		✔					✔	

17. 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

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

Individual behaviour can be monitored using CPOMS (Arbor) logs over time. In some cases, check in charts 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

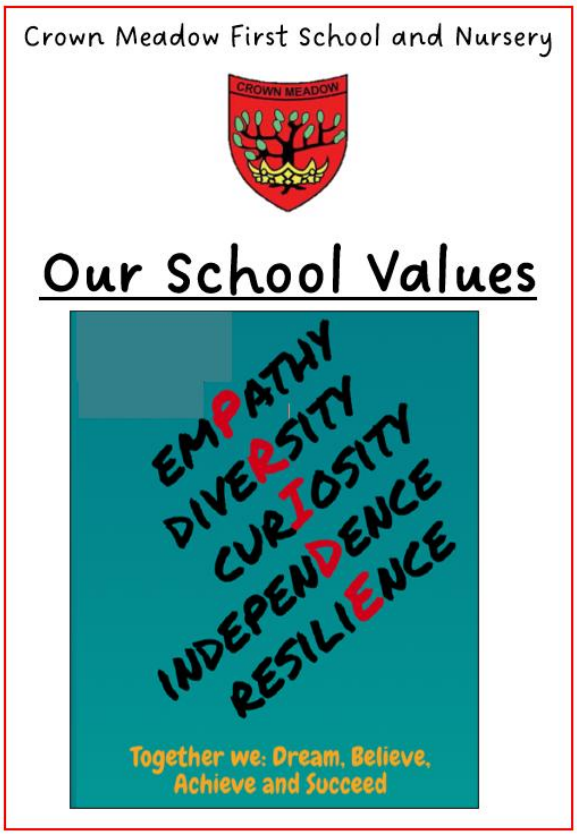
• Use of external agencies, pupil support units, off-site directions and managed moves
• Incidents of searching, screening and confiscation
• Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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





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 any relevant 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, updated 2023*

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.

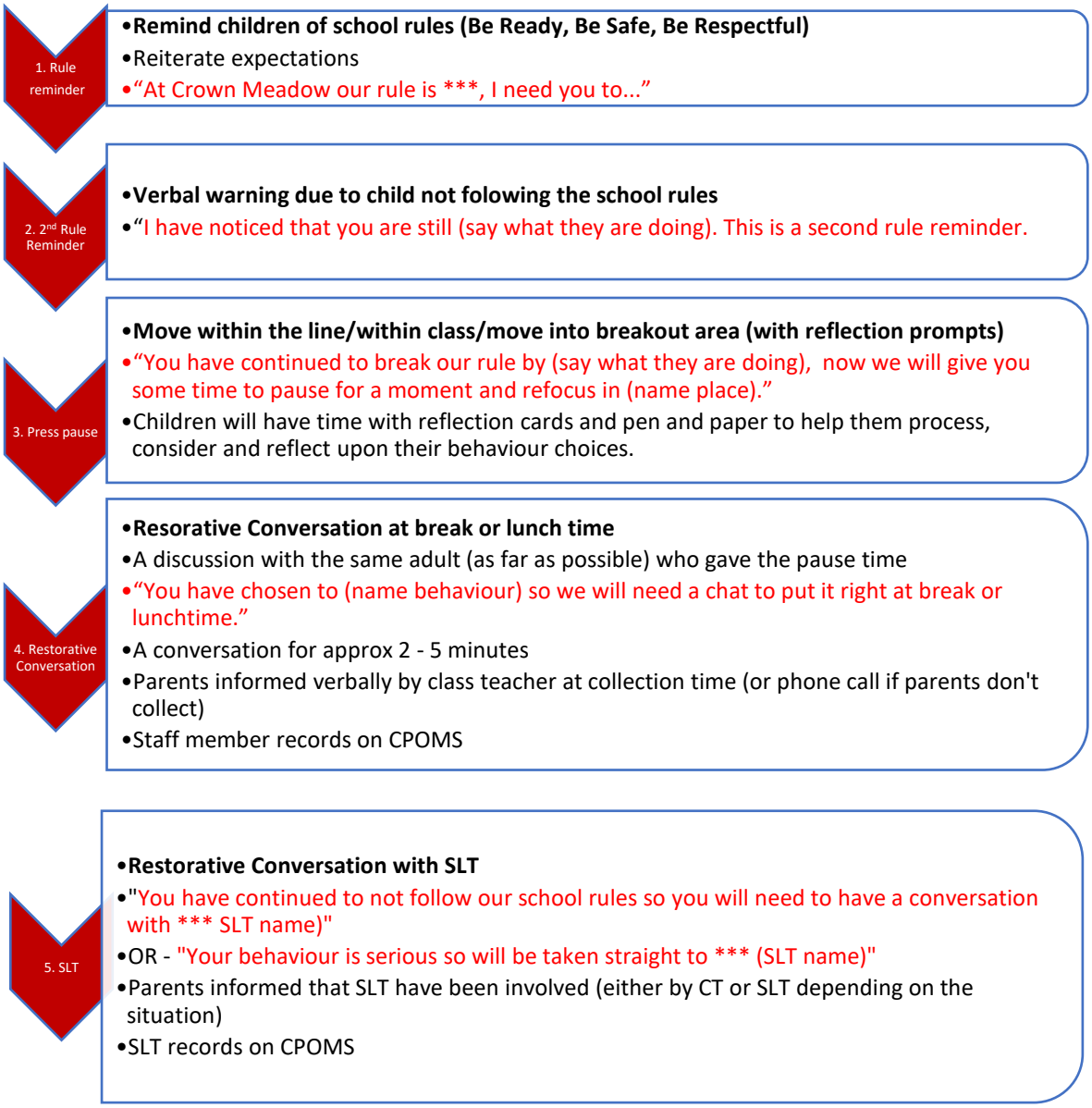
Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could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

Appendix 5 **Behaviour Ladder**

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



Appendix 6 – characteristics of effective learning

