EQUALS TRUST

Cropwell Bishop Primary School

Behaviour Policy

Date Adopted:	Autumn 2026
Review Date:	Autumn 2027
Reviewed by:	Jeremy Lee

Cropwell Bishop Primary School
Behaviour Policy Principles

Cropwell Bishop Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of 'Pride, perseverance, kindness and respect.'

At CBPS we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately (inclusion)
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Meet and greet children, in classrooms, at lines or at the gate
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'pride, perseverance, kindness and respect'
- Inform SLT/Behaviour Lead on behaviour changes, and ask for support if needed

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Create, support and monitor positive behaviour support plans and risk assessments
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Classroom Behaviour

POSITIVE & CONSEQUENCE	POSITIVE PRAISE & REWARD
STEPPED BOUNDARIES: **Ready To Learn** **Time to Reflect** **Time to Reset** • These are displayed in all classrooms • ***All pupils start each day 'Ready to Learn'.*** *This is very important. Previous incidents should be moved on from and must not be carried over into a new day.* • A verbal reminder should be given for incidents of low-level behaviour, e.g. calling out or talking when others are speaking. Expectations should be clearly reinforced and pupils given the opportunity to make a positive choice. • ***If the behaviour is repeated, the pupil moves to 'Time to Reflect'.*** *The reason for this must be made clear to the pupil. The pupil will spend a few minutes of break or lunchtime with an adult to reflect on their behaviour and discuss how they can make a positive choice moving forward.* • **If inappropriate behaviour continues (or for more serious incidents, including physical), the pupil moves to 'Time to Reset'.-** *The pupil will be referred to a member of SLT, who will support them to discuss their behaviour, understand their choices and reset so that they are ready to learn again. An appropriate consequence will be given (missing most/all of playtime) and parents/carers will be informed where appropriate.* • Following reflection or a reset, the pupil should be supported to return to 'Ready to Learn'. The focus should be on restoring relationships, moving forward positively and giving the pupil the opportunity to make better choices. **Importantly, 'Ready to Learn', 'Time to Reflect' and 'Time to Reset' are shared language rather than a public visual system. Pupils' names should not be displayed or moved publicly between stages.**	**VALUES** • School Values displayed in every class • Move pupil's name onto relevant section to reward CH for displaying one of these values- ensure pupils and peers understand why he/she has been chosen • Awards assembly – award an individual pupil for displaying a school value – school certificate given • Refresh chart for the start of each week • **Class reward systems e.g.** Class points Table points Marble in jar House points Star Class Dojo points • **Awards certificate** • **Head teacher sticker/comment** • **'Always' half termly assemblies**

Playtime Behaviour

POSTIVE & CONSEQUENCE	POSITIVE PRAISE & REWARD
Where possible, playtime incidents will be passed on to CT and the above 'stepped boundaries' approach will be followed: **Ready to Learn – Time to Reflect – Time to Reset** The below apply to general playtime incidents and how they are dealt with in the moment: • **Verbal arguments/fall-outs:** -discuss incident with pupils -discuss what would have been better choices etc -offer alternative games *MDS report to class staff. CT/TAs Use professional judgement to decide if to record incident or not* • **Physical behaviours** *e.g. hitting, kicking, pushing* -discuss incident with pupils -discuss what would have been better choices etc. -children involved then miss part or all of playtime by standing next to member of staff. *MDS/members of staff on duty report to class staff. Incident must be recorded. CT inform parents.* • **Serious physical behaviours** *e.g. biting, spitting, repeated hitting/kicking* - children involved to be sent to member of SLT if possible (Time to Reset). - If not possible observe children closely, remove other pupils that may be at risk and remove equipment. **-CPI Trained Staff to be called if necessary/needed.** *HT/SLT will discuss incident, consequences etc. parents will be informed*	**VALUES** • School Values displayed in every class • Move pupil's name onto relevant section to reward CH for displaying one of these values- ensure pupils and peers understand why he/she has been chosen • Awards assembly – award an individual pupil for displaying a school value – school certificate given • Refresh chart for the start of each week • **Class reward systems e.g.** Class points Table points Marble in jar House points Dojo points • **Awards certificate** • **Head teacher sticker/comment** • **'Always' half termly assemblies**

Behaviour for Learning

Cropwell Bishop Primary School Values; 'Pride, perseverance, kindness respect'

The school has four simple rules **'Take pride, persevere, be kind and be respectful'** which can be applied to a variety of situations and are taught and modelled.

We recognise that a clear structure of predictable outcomes has the greatest impact on behaviour. Our approach sets out the rules, and visible consistencies that all children and staff follow.
We are a child-centred community: we take time to get to know our children as individuals and understand what motivates and supports them to succeed. We believe that positive relationships are the foundation for effective learning and behaviour.
Our focus is on promoting positive behaviour, not simply managing misbehaviour. We have high expectations of all pupils, and we model these expectations in the way we speak, act and interact. Consistency from every adult ensures that pupils feel secure, valued and clear about what is expected of them.
We use directed positive praise to reinforce desired behaviours - specific, genuine and linked to our school values. We also use directive language to calmly guide pupils towards making the right choices, always emphasising what we want to see rather than what we don't.
Through this approach, we create a learning environment where every child can thrive, take pride in their efforts, persevere through challenges, and show kindness and respect to others.

We also understand that, for some children, consistently following our behaviour expectations may be beyond their current developmental level. In these cases, individualised positive behaviour support plans will be in place. These outline specific strategies to support each child's needs and may include tailored rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
PRIDE, PERSEVERANCE, KINDNESS AND RESPECT	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day and dismissing from classroom doors (yr 5/6) 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates (awards assembly) 3. Stickers 4. Communication with parents/carers 5. Verbal praise 6. SLT praise 7. Class Rewards 8. Show work to another adults 9. Recommendation to HT

Examples of Positive Directive Language for Behaviour:

Reminders

- 'Remember to walk back to your lines.' rather than 'Stop running!'
- 'Remember to set a good example by sitting sensibly and listening.' rather than 'Stop messing around and talking!'
- "Show me you're ready to learn by sitting calmly and facing the front, rather than 'Stop fidgeting and talking!'"
- "Use kind words to show respect, rather than 'Don't be rude!'"

Consequences

- "You'll need to reflect on your behaviour at break because you've been unkind with your words," rather than 'You were really rude so your name is going on amber!'"

The above statement could be paired up with the following:

- "We'll have a quick chat at break to think about how you can make it right."
- "Let's talk about what you can do differently next time."
- "I know you can show me a better choice after break."

Follow Up – Repair & Restore

It is vital to follow up and provide an opportunity for the child to learn from their behaviour, as well as repair and restore the relationship.

- What happened?
- Why did this happen?
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

Remember, it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Cropwell Bishop Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Behaviours should be discussed as the behaviours they are, and not be personal to the child. Behaviour support plans should be followed and restorative conversations should always take place following incidents.
Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

BEHAVIOUR PATHWAY



Reminder
Warning
Time Out/Consequence
Follow up/Reparative Conversation



Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT
Parents phoned
Parents called to school
Seclusion
Exclusion

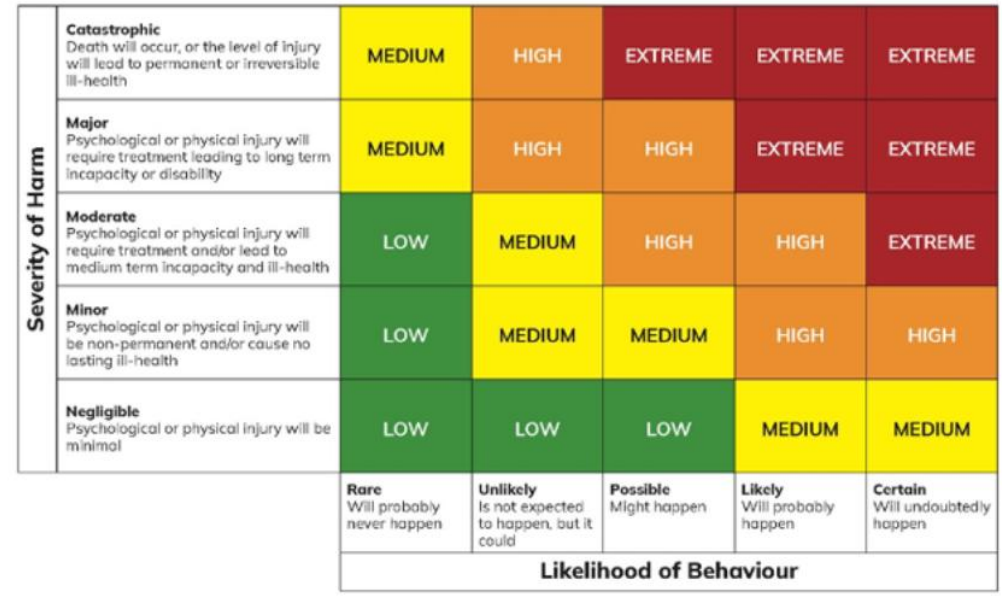
Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances, as well as SEND needs. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. It is important that staff build relationships with each individual child.
These children will have bespoke SEND support plans which outline their strengths and difficulties and any strategies that are useful. These children will also have individualised positive behaviour support plans and risk assessments.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort. The below CPI (Crisis Prevention Institute) Decision-Making Matrix is used to support trained staff in deciding whether to handle/restrain a child. **Where possible**, only CPI trained staff should handle/restrain a child. Please see EQT Trust Positive Handling Policy for more information.

CPI (Crisis Prevention Institute) Decision-Making Matrix



Severity of Harm	Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
Moderate Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
Minor Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM

Likelihood of Behaviour

OVERALL RISK RATING GUIDE (Colour code)			
Green (G)	Yellow (Y)	Orange (O)	Red (R)
Low Risk	Medium Risk	High Risk	Extreme Risk

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Cropwell Bishop Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *EQT Positive Handling Policy* and should call for support if needed. Where possible, only CPI trained staff should handle/restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from it. Children who attack adults may do this for several reasons, but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- The pupil has seriously breached the school's discipline/ behaviour policy.
- If the pupil remained in school, it would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions, for the safety of pupils and staff, when adaptations may need to be applied e.g. swimming pool, science or design & technology lessons, but the same principles of promoting good behaviour through the policy will always apply.