

Crosslee Community Primary School



**Behaviour and Anti-Bullying Policy
September 2022**

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Crosslee Community Primary School Behaviour and Anti-Bullying Policy

Aims and Vision

We aim to create a safe and positive environment with realistic expectations in which staff, parents and pupils work together for the safety and welfare of the children and staff. At Crosslee, children are expected to adopt certain standards of behaviour and values to ensure the safety of all and to develop a sense of self-discipline and an acceptance of responsibility for their actions.

This policy aims to:

- Provide a consistent approach to behaviour management, creating a safe environment in which all pupils can learn and reach their full potential
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The Behaviour and Anti-Bullying Policy reflects our Rights Respecting Schools status. We aim to create a school community where the rights of all are respected and everyone understands the responsibilities that go alongside their 'rights'.

Definitions

As a school, we recognise that praise is one of the most effective means of positive recognition. Effective use of praise highlights good behaviour and teaches pupils that they receive attention through good behaviour choices.

Our positive Behaviour and Anti-Bullying Policy is divided into two areas; **Recognising and rewarding** good behaviour and **Responding to unacceptable behaviour**. The emphasis on praise and reward is fundamental to the ethos of our school, fostering a rich and celebratory atmosphere in which children will thrive.

Unacceptable behaviour is defined as:

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

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school values
- Any form of peer on peer abuse
- Any form of bullying
- Physical behaviour towards staff
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting or physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives

- Threatening to or spitting, coughing, sneezing or licking someone on purpose due to COVID 19.
- Any other behaviour deemed as serious by the Head teacher at the time

Child on child abuse is when a child abuses another child. This can happen both inside and outside of school and online.

Peer on peer Child on child abuse is most likely to include, but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual Violence
- Sexual Harassment
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting
- Initiation/hazing type violence and rituals

The school has a clear Single Equalities Policy. Crosslee takes any incidents seriously that are covered by the 9 protected characteristics of the equal opportunities act known under the headings:

- age,
- disability,
- gender reassignment,
- race,
- religion or belief,
- sex,
- sexual orientation (including homophobic, transphobic and biphobic incidents),
- marriage and civil partnership,
- pregnancy and maternity.

Unacceptable behaviour against any of the characteristics listed above will result in time away from class. If this is the case he/she works in school away from their learning group, completing tasks set by the class teacher, supervised by an adult. The parents of children having time away from class are informed by phone/email. Parents may be asked to a follow up meeting for further actions, this may include a behaviour plan being put in place.

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take all forms of bullying, including child on child abuse, seriously, and seek to prevent it from taking place. All adults actively seek to prevent bullying and encourage good behaviour through a range of strategies these include:

- P.S.H.E.
- Circle Time
- P4C
- Teaching on the Crosslee values – ready, respectful and safe
- Rights Respecting Schools Agenda
- Positive culture and zero tolerance ethos
- Key staff support programmes
- Zones of regulation
- Early Help Assessments
- Personal targets and individual behaviour plans

In Foundation Stage, the Friendship Group intervention is for children who struggle with settling in to build up self-esteem and social skills. Through the process of modelling, the child begins to form attitudes and behaviour that imitate those of the friendship model.

If teachers witness an act of bullying; they will refer it to the Deputy or Head Teacher. Teachers and support staff do all they can to support the child who is being bullied, this may be on an individual basis but may also include class circle time, support, discussion and other PSHE work such as self-esteem work.

Parents/Carers of the victim and the perpetrator are informed as appropriate. Staff record incidents of bullying that occur both in and out of class as necessary on CPOMs. These incidents are monitored by the Deputy and Head teacher when they are reported on CPOMs. All behaviour incidents recorded on CPOMs are analysed half termly by the Deputy head teacher and shared with the senior leadership team.

When any bullying has taken place between pupils the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for bullying may include:

- Full lunchtime detention(s)
- Time out of class
- Exclusion
- Being put on a behaviour plan

Outside agencies may be involved to provide counselling and support for the victim and consequences/support for the perpetrator. If a child is involved in bullying, a child's parents/carers are invited into school to discuss the situation in order to achieve a resolution. Further support and action may include a support programme or involvement of the Community Police or additional support from other agencies.

All members of staff routinely attend training, and are provided with updates which equip them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Roles and Responsibilities

The Role of the Governing Body

The governing body supports the Head teacher in all attempts to eliminate bullying and poor behaviour from our school. The governing body will not condone any poor behaviour at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying and specific behaviour that do occur.

The governing body has the responsibility for reviewing the effectiveness of the Behaviour and Anti-Bullying Policy. The Head teacher has the day-to-day authority to implement the school Behaviour and Anti-Bullying Policy.

The Head teacher

The Head teacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body. The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Role of the SENDCo

The SENDCo leads on behaviour across the school and supports the Head teacher in all attempts to eliminate bullying and poor behaviour from our school. The SENDCo has a specific responsibility to carry out assessments, put intervention and support in place and carry out behaviour plans for SEND pupils. The SENDCo will meet with parents about the support that is put in place.

The role of school leaders

The school leadership team routinely engages with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders ensure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand the Crosslee rules and routines and how best to support all pupils. School leaders support any staff that require training to meet their duties and functions within this behaviour policy.

Teachers and Support Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All adults have responsibility for setting an example of respectful behaviour, encouraging good behaviour and to use rules and consequences consistently. Adults use positive corrective language to encourage, support and prevent inappropriate choices. We always use a calm and controlled voice with appropriate body language, e.g. no shouting at children. All adults have the responsibility to respond to and recognize that each person is an individual and to be aware of their specific social and emotional needs. Staff are responsible for recording behaviour incidents on CPOMs.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

1. Create and maintain a stimulating environment that encourages pupils to be engaged

2. Display the Crosslee values, Rights' Respecting Charter, class and communal area rules.
3. Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Praising and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using Good to be Green scheme consistently when dealing with low-level disruption
 - Using positive reinforcement

All adults receive regular training on behaviour and the Crosslee behaviour policy. Staff that are new to Crosslee receive training on behaviour as part of their induction.

Children

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, all children have the responsibility to show respect to everyone and make appropriate choices to follow the school values.

Crosslee Values

Respectful
Ready
Safe

Children can demonstrate the Crosslee Values in the following ways:

Ready

1. Attend school on time.
2. Follow instructions the first time.
3. When in class, behave in an orderly and self-controlled way to make it possible for all pupils to learn.
4. Come back in from play time, lunchtime and outdoor learning safely, moving quietly around the school building.

Respectful

1. Be polite and use manners to staff and each other.
2. Do as you are told the first time.
3. Respect school property; use only your allocated resources and keep them safe.
4. Accept sanctions when given.
5. Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Safe

1. Walk around the school sensibly as directed by adults.
2. Keep hands, feet, objects and unkind words to ourselves.
3. Walk away from unsafe behaviour.
4. Be sensible as silly behaviour can lead to accidents.

If children have worries, concerns or feel that they are being bullied, they are encouraged to speak to a member of staff so that they feel comfortable, supported and empowered to speak up to ensure this behaviour stops.

Key people involved in supporting children's behaviour and preventing bullying are the Head teacher, Deputy head teacher, Assistant head teacher, SENDCo, Home School Liaison Officer, Lead TA for

behaviour and SEN. The children involved in these roles are trained to inform an appropriate adult in school to investigate the issue further.

Children are invited to tell us their views about a range of school issues, including bullying, i.e. through the worry warriors, circle time, P4C, PSHE and pupil voice activities. The School Council discusses issues on behaviour and bullying as appropriate.

Parents/Carers

The school endeavours to collaborate actively with parents and carers so that children receive consistent messages about how to behave at home and at school. We ask parents to support their child to be a positive member of the school and follow the behaviour policy. Parents and carers are expected to inform the school of any changes in circumstances that may affect their child's behaviour.

Parents and carers are expected to conduct themselves in an appropriate manner especially when in school. This is detailed on the Parent Charter and the Code of Conduct policy for parents, carers and visitors. This is in order for them to be positive role models for their children. The governors will not tolerate abusive language or threatening behaviour towards any persons on our premises. Further action may be taken if this occurs.

Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately or a member of the Senior Leadership Team as appropriate. If Parents/Carers are dissatisfied they should follow the school's complaints procedure.

Rewards and sanctions

At Crosslee School we use the Good to Be Green Scheme. This is an effective way of promoting positive behaviour, rewarding those children who always behave well and as a means of being able to keep track of those children who find it difficult to meet the school's values. The Good to be Green scheme allows all children to have a fresh start each day, working towards improved behaviour. Good to be Green cards are only to be moved by adults in the classroom.

Children who have remained on 'green' all day are rewarded by earning 5 minutes towards their Good to Be Green time at the end of the week.

At Crosslee School we recognise and reward good behaviour.

To encourage, promote and reward positive behaviour we use the following rewards:

- Praise
- Stickers
- Dojo points - 2 children with the highest number of points receive a weekly prize
- Wristbands – 2 children from each class who have achieved the weekly target
- Certificates – class teacher, Head teacher, Deputy head teacher and Assistant head teacher
- Crosslee value certificate for those children who are consistently demonstrating the Crosslee values.
- Phone calls/messages home to share positive behaviour
- Reward treat half termly for those children who are consistently on 'green' on the Good to Be Green scheme.

Class Rules

All pupils are expected to follow the class rules. Where appropriate, individual pupils may have a personalised approach to managing their behaviour.

1. Good sitting
2. Good listening
3. Use kind words
4. Have a positive attitude towards learning
5. Follow instructions first time

Communal area rules

These rules are in place to ensure that children are safe in communal areas around school e.g. corridor and hall.

1. Use walking feet
2. Walk around school silently
3. Walk around school sensibly
4. Use our manners
5. Walk on the left hand side

When a child is not following the Crosslee Values, class rules or communal area rules they will be given a verbal warning. If the unacceptable behaviour continues, a yellow card is placed in the upright position in the card holder for that particular child.

If the unacceptable behaviour continues it will result in the yellow card being removed from the upright position and placed in front of the Good to Be Green Card.

The yellow warning card will remain in this position until the end of the day unless there are further consequences.

If despite these reminders the child continues to behave in an unacceptable manner they will be given a red consequence card and will result in not earning their Good to be Green time and one or more of the following sanctions:

- Referring the pupil to a member of the senior leadership team
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime (parents will be notified)
- Phone calls home to parents
- Being sent to a different class
- Removal from class (pupil will be supervised by a member of SLT and learning will continue. Removal from class will last no more than the school day. The length of time will be determined by the member of SLT depending on the seriousness of the misbehaviour)
- Being put on a behaviour plan
- An exclusion

In the Early Years Foundation stage, the children are given reminders, verbal warnings or visual cues to support their good sitting, listening and looking. If the unacceptable behaviour continues they are given time out with Billy or Johnny the Giraffe.

Behaviours of all children are recorded on CPOMS and will be automatically sent to the Head Teacher, Deputy Head, Assistant Head Teacher or the SENDCo.

When a detention is given, it will be undertaken at lunch time, supervised by a member of the Senior Leadership Team. A detention will either last 15 minutes or the duration of the lunchtime. During detention pupils will be expected to complete a reflection activity where they will reflect on their behaviour, the consequence and what they could do differently next time. This is to help all pupils understand how to improve their behaviour and meet the behaviour expectations of Crosslee.

When a 15-minute lunchtime detention has been given parents will receive a notification on School Spider. Full detentions are given by the Head teacher, Deputy, Assistant Head teacher or SENDCo for persistent disruptive behaviour, fighting another pupil, hurting a staff member, inappropriate sexual behaviour and any

derogatory language relating to race, gender, sexuality or disability. When a full detention has been given parents will be informed via phone call from a member of the senior leadership team. Where a full detention has been given, a member of SLT will determine the number of Good to be Green minutes they'll be missing.

Some pupils with identified needs may have adaptations to this consequence to meet their needs. These pupils will have a separate risk assessment and behaviour plan in place.

Behaviour at lunchtimes

Lunchtime organisers are on duty at lunch time to support the children in their play and to reward and sanction behaviour. When a child is not following the Crosslee Values they will be given a verbal warning. If the unacceptable behaviour continues, a yellow card will be given. If the behaviour continues the pupil will be given a second yellow card and the pupil will be asked to have 5 minute reflection time, in the designated area on the playground, to think about their behaviour. If the unacceptable behaviour continues a red card is to be given and the pupil(s) are to be taken to a member of the senior leadership team who will discuss the behaviour and put sanctions in place. Unacceptable behaviours like fighting, derogatory language and being disrespectful towards an adult will result in a red card straight away. Sanctions may include: a detention or a temporary ban from a sport at lunchtime.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Full lunchtime detention(s)
- Time out of class
- Being put on a behaviour plan
- Exclusion

The sanction for sexual harassment and violence will be decided by the Head teacher or the Deputy. The level of sanction will be proportionate to the level of sexual harassment and violence involved and will be decided on a case-by-case basis.

All incidents of sexual harassment and violence will be recorded on CPOMs. The Head teacher or Deputy will respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

1. Responding to a report
2. Carrying out risk assessments and the use of Brooks Sexualised Behaviour Traffic Light Tool, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to the Crosslee Community Primary School Safeguarding policy for more information.

Off-site behaviour

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

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

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

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

Behaviour online

The school has a clear Online policy and ICT Acceptable Use policy for when children are online. Even though the online space differs in many ways, the same standards of behaviour are expected online as they apply offline and everyone should be treated with kindness, respect and dignity.

All incidents relating to online safety is a partnership concern and is not limited to school premises and equipment or the school day. Bullying, harassment or abuse of any kind via digital technologies or mobile phones will not be tolerated and complaints of cyber bullying will be logged on CPOMS, a sanction will be given and parents informed.

Where an incident may raise a safeguarding concern, the Designated Safeguarding Lead will be informed who will follow the safeguarding policy and the statutory principles set out in Keeping Children Safe in Education.

Suspected criminal behaviour

In cases where a member of staff suspects criminal behaviour, the Head teacher will make an initial assessment of whether the incident should be reported to the police only by gathering information to establish the facts of the case. These investigations will be fully documented and recorded on Cpoms.

If a decision is made to report an incident to the police, Crosslee will ensure any further action does not interfere with police investigations and may choose to enforce sanctions as long as they do not conflict with police action.

When making a report to the police, it will often be appropriate to make a report to local children's social services. The Designated Safeguarding Lead will take the lead on this report and follow the statutory principles set out in Keeping Children Safe in Education.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the

pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Crosslee recognises that some pupils will need additional support to reach the expected standard of behaviour set out in this policy. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where possible, support will be identified and put in place as soon as possible. Targeted interventions, such as Zones of Regulation, are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Where necessary, adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Staff at Crosslee seek support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Not all pupils requiring support for their behaviour will have identified special educational needs or disabilities. These pupils will receive targeted interventions and staff will work with parents to create a behaviour plan which will be reviewed on a regular basis. As part of this plan, likely triggers will be identified and preventative measures will be put in place to support pupils. Preventative measures may include: movement breaks, fidget toys or adjusting seating plans.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Searches and Confiscation of inappropriate items

The Head teacher and any staff member they authorise, has the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Stolen items
- Alcohol
- Drugs
- Tobacco and cigarette papers
- Child pornography
- Any item that has been or is likely to be used to commit an offence
- Any item that has been or is likely to be used to cause personal injury or damage to property
- Any item banned by the school rules

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

.The search will take place in an appropriate location. Where possible, this 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 and there must be another member of staff present as a witness to the search. A member of staff may search a pupil's outer clothing, pockets, possessions or desks. The pupil will not be required to remove any other clothing than outer clothing. A pupils' possessions can only be searched in the presence of the pupil and another member of staff.

Whether or not any items have been found as a result of a search, the DSL will be informed and they will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect the pupil is suffering or likely to suffer from harm and whether any support is needed.

Any search that takes place will be recorded on Cpoms and parents will be notified.

Weapons and child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Searching and screening pupils is conducted in line with DFE's guidance on searching, screening and confiscation, July 2022. Any child that has been found with a confiscated item will be asked to come to school with their parent(s) who can search them and verify they haven't got any prohibited items on them.

Power to use reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. This may include, preventing pupils committing an offence, injuring themselves or others or damaging property.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than needed'.

Incidents of physical restraint must:

- Consider the risks carefully and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents

At Crosslee, we have a team of staff trained in Team Teach. Staff follow the Department for Education Use of reasonable force advice (reviewed June 2019).

Suspension and Exclusion

On rare occasions, particularly when a pupil is persistently disruptive and supportive and sanctions are not deterring misbehaviour, further action may be needed. In serious instances, it may be felt appropriate to exclude a pupil. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments.

Exclusions will usually be for a short, fixed period but these may be extended when engaging the support of other agencies. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or there may be times when permanent exclusion is used in extreme cases.

If a pupil is given a permanent exclusion, they will no longer be allowed to attend Crosslee (unless reinstated). The Head teacher will only make the decision to permanently exclude a pupil when:

- there has been serious breach or persistent breaches of the school's behaviour policy;

- where allowing the pupil to remain at Crosslee would seriously harm the education or welfare of the pupils or others such as staff or pupils in the school.

When the Head teacher suspends or permanently excludes a pupil, they will inform parents, the governing body and the local authority without delay. This must be done regardless of the length of a suspension.

The Head teacher will follow LA Exclusion Policy and Procedures along with DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2022.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved. A managed move will only occur when it is in the pupil's best interests. Managed moves will be offered as part of a planned intervention.

Where a pupil has an EHC plan, Crosslee will contact the Local Authority prior to the managed move. If the LA, both schools and parents are in agreement that there should be a managed move, the LA will follow the statutory procedures for amending the EHC plan.

Safeguarding

Staff in school understand that behaviour could give cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this may be the case, report the behaviour as a safeguarding concern to the designated safeguarding lead.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the DSL will notify their social worker of incidents of misbehaviour or exclusion. If a pupil is looked-after, the Designated Teacher will appropriately review and amend their Personal Education Plan and notify the Virtual School Head.

Mental Health

The mental health of children and adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody. Crosslee offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community. Any concerns around mental health and pupils' behaviour will be logged on CPOMs and if further support is needed from other agencies referrals will be made to these services.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Advice and Support

The class teacher will seek help and advice from the Head Teacher, Deputy, Assistant Head or the SENDCo.

The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENDCO, lead TA for behaviour and SEN and Home School Liaison Officer.

The school may involve Bridgelea Primary Pupil Referral Unit for planned intervention for pupils who display severe behavioural difficulties. This may involve the pupil attending the learning support unit for an assessment place for an extended period. Where possible, pupils who have attended Bridgelea Primary Pupil Referral Unit, will be reintegrated back to Crosslee, following strategies set out by Bridgelea.

Crosslee Community Primary School is an inclusive school and there are some children who from time to time experience social and emotional difficulties which can affect their choices of appropriate behaviour. These children are given support from the lead TA for SEN and behaviour, Home School Liaison Officer, TAs and SENDCo individually and in small groups. Specific interventions will be sought to help the children deal with their behaviour, such as; Behaviour plans, the Zones of Regulation, Early help assessments, and Friendship groups.

Monitoring Arrangements

This behaviour policy will be reviewed by the Head teacher and full governing body annually. At each review, the policy will be approved by the Head teacher.

Crosslee uses Cpoms to record the behaviour incidents across the school. Incidents on Cpoms are viewed daily and reviewed half termly by the senior leadership team. Other data is collected on:

- attendance
- exclusion
- the use of pupil support units
- managed moves
- searching and confiscation
- pupil voice surveys
- staff and parent surveys

Links with other policies

This behaviour and anti-bullying policy is linked to the following policies:

- Child friendly behaviour and anti-bullying policy
- Safeguarding Policy
- Child friendly safeguarding policy
- Online safety policy
- Acceptable use policy
- Staff code of conduct