



Crays Hill
Primary *School*



BERLESDUNA
ACADEMY TRUST

Behaviour Policy

Shared with staff/community: Sept 2026
LGB ratification: Sept 2026

Behaviour Policy

1. General Philosophy

We believe that the whole school community has the right to feel safe, to be treated with dignity and respect and to benefit from the successful learning environment.

The conduct of adults in the school, both with regard to their relationships with each other and with the pupils should exemplify the high standards that we expect of pupils.

2. Roles and Responsibilities

All pupils will:

- Know that they are important contributors to the smooth running of the school.
- Take responsibility for their actions and tell the truth.
- Be aware of how the support and sanction systems operate as a result of positive and negative behaviour.
- Know that they always have access to fair and reasonable treatment.
- Know that in the event of a problem or grievance they will be given a safe and confidential hearing from an adult in the school.

All staff will:

- Be aware of the agreed behaviour policy and procedures.
- Offer the pupils a role model by demonstrating respect for colleagues, parents and children.
- Know that the Headteacher, Deputy Headteachers/ SENco are available should professional consultation be necessary.
- Ensure that all those who work or visit our school exhibit behaviour in keeping with this policy.

The SENco is responsible for:

- Working with appropriate staff to include behaviour target in Individual Provision Maps (IPM) for children with significant behaviour issues.
- Working with appropriate staff to draw up Consistent Management Plans (CMP) for pupils with persistent significant behaviour difficulties.
- Lead monitoring and review of IPMs and CMPs.
- Liaising with parents and outside agencies as necessary.

The Headteacher is responsible for:

- The day-to-day management of the behaviour policy.
- Advising and supporting staff to implement appropriate behaviour strategies.
- Ensuring that the needs of pupils, staff and parents are fully met.
- Allocating sufficient funds for the successful implementation of the policy.
- Reporting to the governing body.
- Ensuring that the behaviour policy is reviewed annually.

The parents are responsible for:

- Supporting the school's behaviour policy and their child's individual behaviour targets and/or plans (where appropriate).
- Attending meetings with school staff, if deemed appropriate.

3. Preferred practice.

- Communicating calmness – volume, pace, sticking to initial request and standing firm.
- Building relationships and building respect – showing that you care.
- Giving children time to act on behaviour request.
- Mutual respect when talking – recognizing emotion and labelling it.
- Dealing with behaviour that you have seen.
- Follow up conversation
- Stating behaviours that you want to see – positive reinforcement.
- Repair and rebuild.

At Crays Hill Primary School, we use a therapeutic approach to manage behaviour.

A therapeutic approach is defined as ***an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.***

Pro-social behaviour is defined as:

- Relating to or denoting behaviour, which is positive, helpful, and intended to promote social acceptance
- Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Anti-social behaviour is defined as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

The following are the Anti-social behaviours that we see in school and how will adults will respond:

Behaviours	Response
Running in the corridor	<i>"walking in the corridor thank you!"</i>
Climbing on top of cupboards	<i>Use of de-escalation script</i>
Screaming and shouting	<i>Use of de-escalation script</i>
Swearing at children	<i>"NAME kind words, thankyou" Education why swear words are unacceptable in school</i>
Swearing at adults	<i>Use of de-escalation script</i>
Punching children	<i>Use of de-escalation script, use of steering or guiding, logical consequences (see below)</i>
Kicking children	<i>Use of de-escalation script, use of steering or guiding, logical consequences (see below)</i>
Punching adults	<i>Use of de-escalation script, use of steering or guiding, logical consequences (see below)</i>
Kicking adults	<i>Use of de-escalation script, use of steering or guiding, logical consequences (see below)</i>
Rough play	<i>"NAME safe play, thankyou" logical consequences (see below)</i>
Refusing to work	<i>Remind child that any unfinished work will need to be completed and look to support the child in any way to ensure unmet needs are catered for.</i>
Refusing to listen to adults	<i>Use of de-escalation script, use of steering or guiding, logical consequences (see below)</i>

The following are the pro social behaviours that we see in school and examples of how adults will respond:

Behaviours	<i>Response</i>
Walking in the corridor	<i>"Well done for walking in the corridor"</i>
Holding a door open for someone	<i>"Thank you, allow me to return the favour!"</i>
Using please and thankyou	<i>"You're welcome"</i>
Walking a child to first aid	<i>"Well done for helping your friend"</i>
Helping a child who is lost	<i>"Well done for helping your friend"</i>
Helping a peer to understand work	<i>"Well done for helping your friend – it helps everyone when we help each other"</i>
Inviting a child to play in a game	<i>"Well done for helping your friend"</i>
Using good morning and good afternoon	<i>"Good morning" or 'good afternoon' back</i>
Helping an adult carry equipment through the school	<i>"Thank you for helping – you've made my job much easier!"</i>
Supporting a peer when they are upset	<i>"Well done for helping your friend"</i>

Where anti-social behaviours occur staff will analyse to discover causes and reasons for the behaviour (See flowchart at the end of the policy).

Logical consequences

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Protective consequences:

- Removal of a freedom to manage harm
e.g. Increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

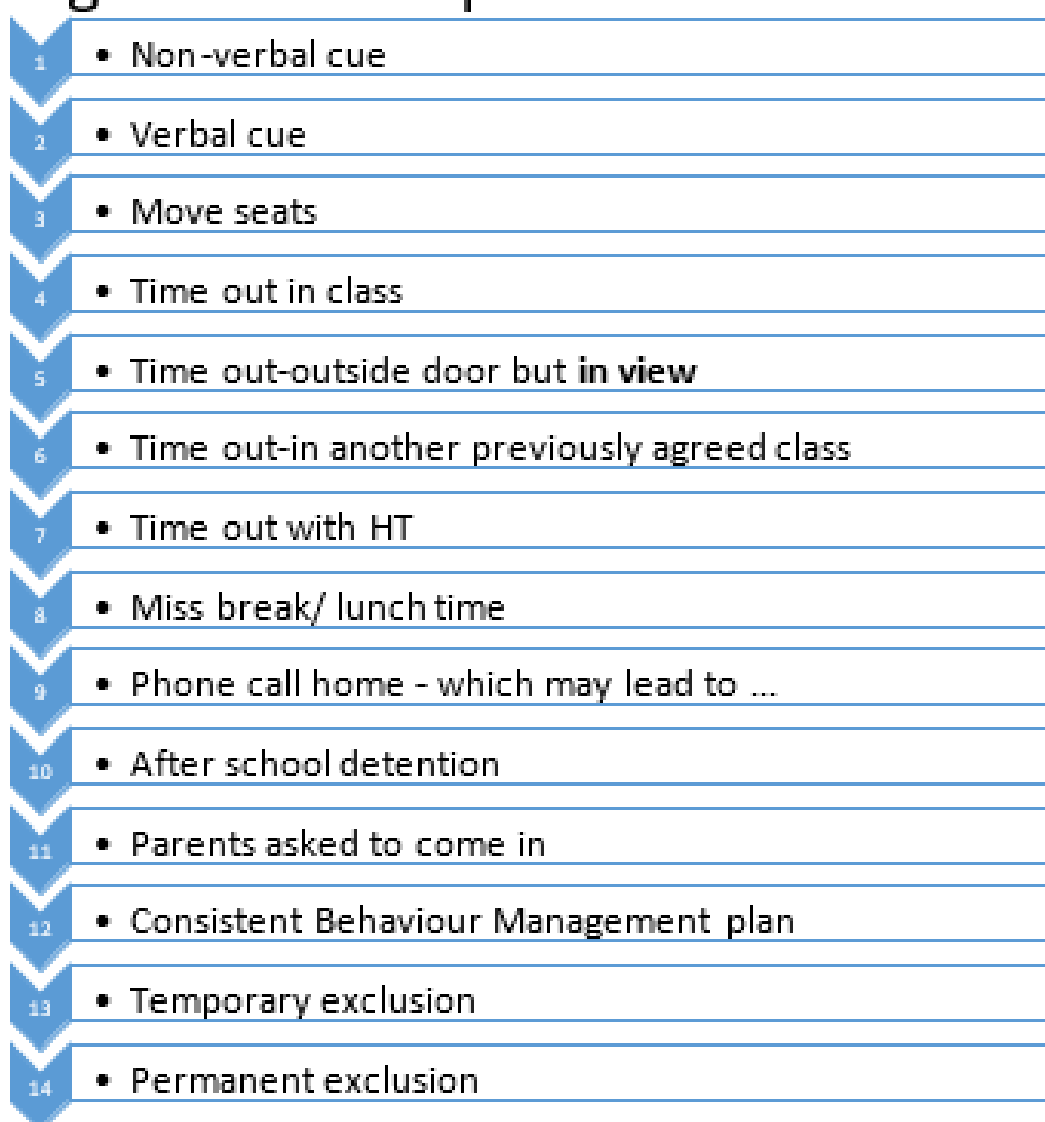
- The learning, rehearsing or teaching so the freedom can be returned
e.g. Completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation and exploration

Agreed consequence flowchart and language for promoting positive behaviour

These are provided as a guide for staff. They do not have to be rigidly followed in the order presented but are written in order of severity. To keep positive behaviour on track steps 1 and 2 will be the most frequently used.

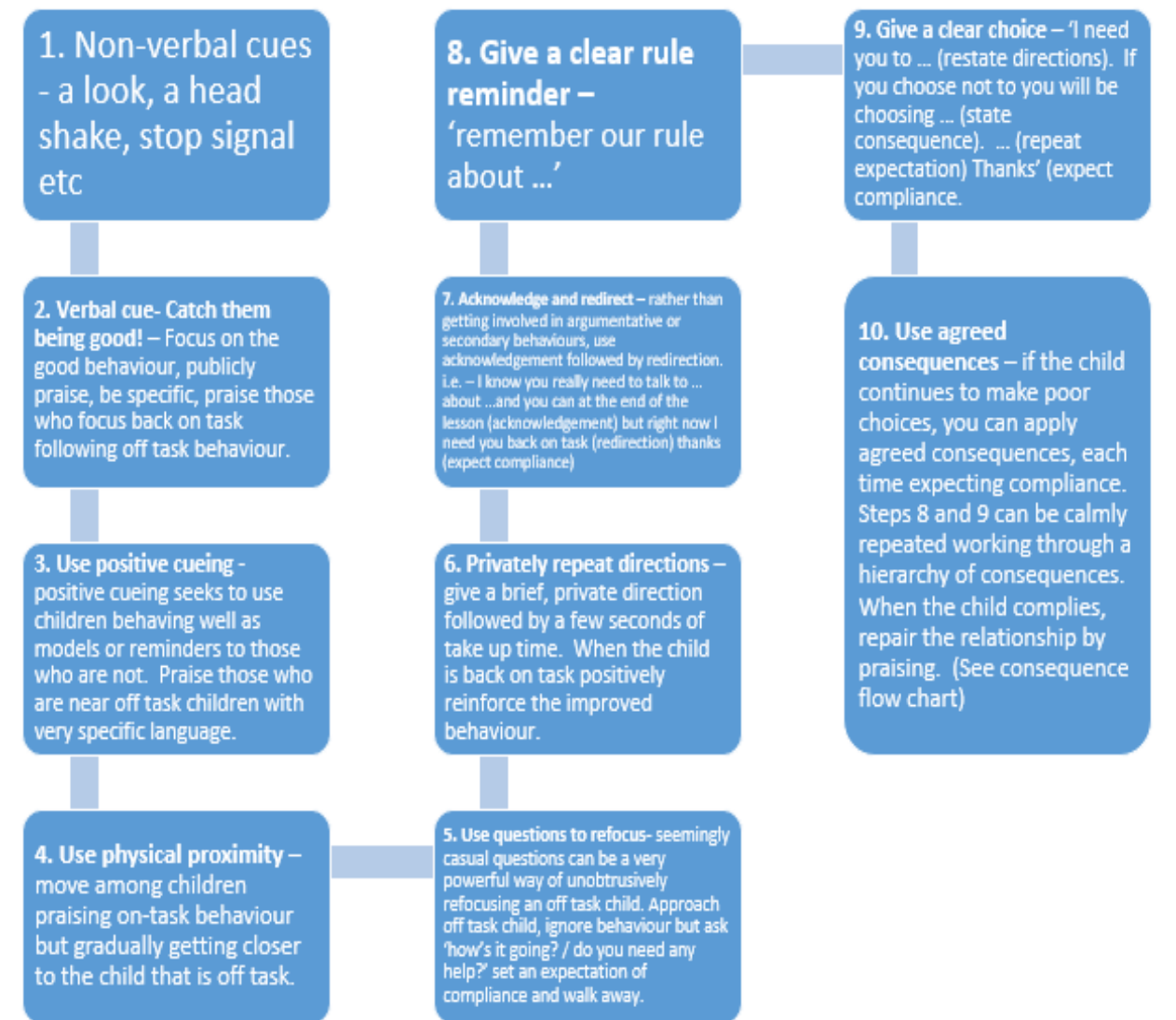
Steps 9 and beyond are only permitted when in liaison with the Headteacher.

Agreed Consequence Flow Chart



- Any consequence given should be followed up with a repair and rebuild conversation and a fresh start given. 5 W's must be completed as part of this.

Language to promote positive behaviour Flow Chart

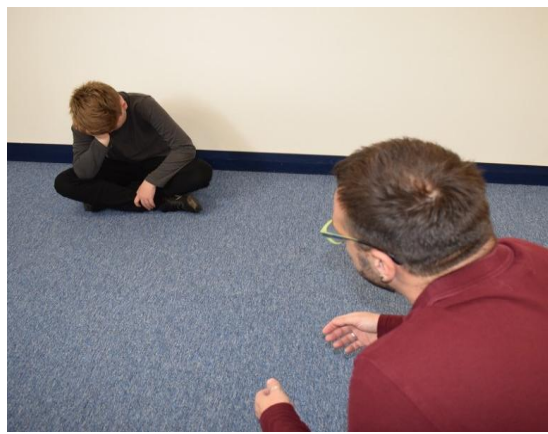


De-Escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

De-escalation body language

- Outside of an outstretched arm
- Good distance
- Standing to the side
- Relaxed hands
- Managing height



Steering or guiding

Closed mitten



Closed mitten (used to draw a student close)

- Fingers and thumb together

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice

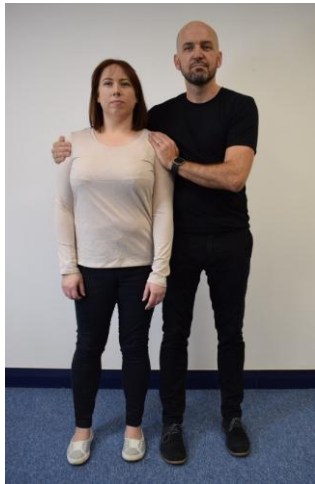
Offering an arm (to support, guide or escort)



- Hip in
- Head away
- Sideways stance
- Arm is offered
- Student accepts the invite
- Draw elbow in for extra security

Supportive hug (to support, guide or escort)

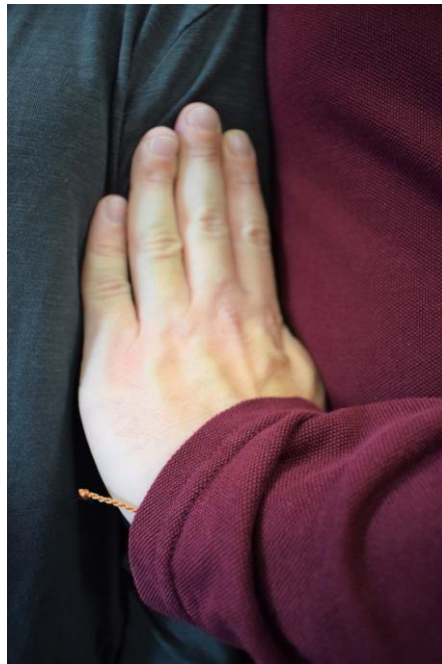




- To communicate comfort or reward:
- Hip in
 - Head away
 - Sideways stance
 - Closed mittens contain each shoulder
 - Communicate intention
 - Use 'de-escalation script' if needed

Supportive arm (to support, guide and escort)

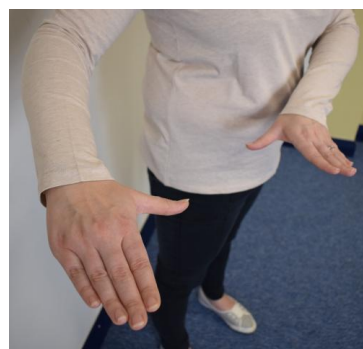






- Hip in
- Head away
- Sideways stance
- Positioned behind the elbow
- Closed mittens used above the elbows to maintain safe shape (penguin shape)
- Communicate intention

Open mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor

The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)



Open mitten guide (to communicate)



Open mitten guide – paired



- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)



- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

4. Supporting Positive Behaviour.

(See appendix for resources)

Rewards:

- ERIC drives our learning behaviours in school. ERIC stands for effort, respect, independence, communication.
- Children may be chosen for a 'Headteacher Certificate' to be presented in a Celebration Assembly for work or behaviour related reasons at the discretion of the class teacher.
- Children can share work with the HT or another adult of their choosing.
- Children working hard to achieve an ERIC award can be awarded 'ERIC spotted me' slips, giving a clear example of what they did. These are placed in the wallet on the ERIC display in the hall and distributed in the weekly Celebration Assembly along with a sticker.
- ERIC cards are signed when children are seen achieving a learning behaviour that ERIC is looking for. Staff will very clearly use ERIC related language to support the reward. I.e. 'Well done ... I can see that you are 'using kind actions/ looking after your own things / challenging yourself'.
- When ERIC cards are full children may collect a prize from the ERIC prize box.
- Teachers have a supply of stickers that can be used by their staff team to reward good work, good effort or good behaviour, stickers must be given with a comment to identify the reason for the sticker.

5. Consistency.

Consistency is vital in school and children will 'get it' if we use the same key phrases or prompts.

We also have agreed phrases for key reminders through the school:

To get the attention of a whole class or large group of children

- We use 'Give Me 5' (Appendix e) this can be verbal and/ or nonverbal. A poster is placed in each class to act as a reminder and to support any new or covering staff. Children will be taught to respond to 'Give Me 5' by raising their hand (5 fingers) and following the poster guidance as noted below
 1. Eyes looking at the teacher
 2. Ears listening
 3. Lips quiet
 4. Hands still
 5. Mind awake!

To stop all children in an Emergency

- All children will be taught to respond to '....STOP' (Appendix f) with immediate silence and being still.
- This is recommended for use in PE lessons where safety is paramount.

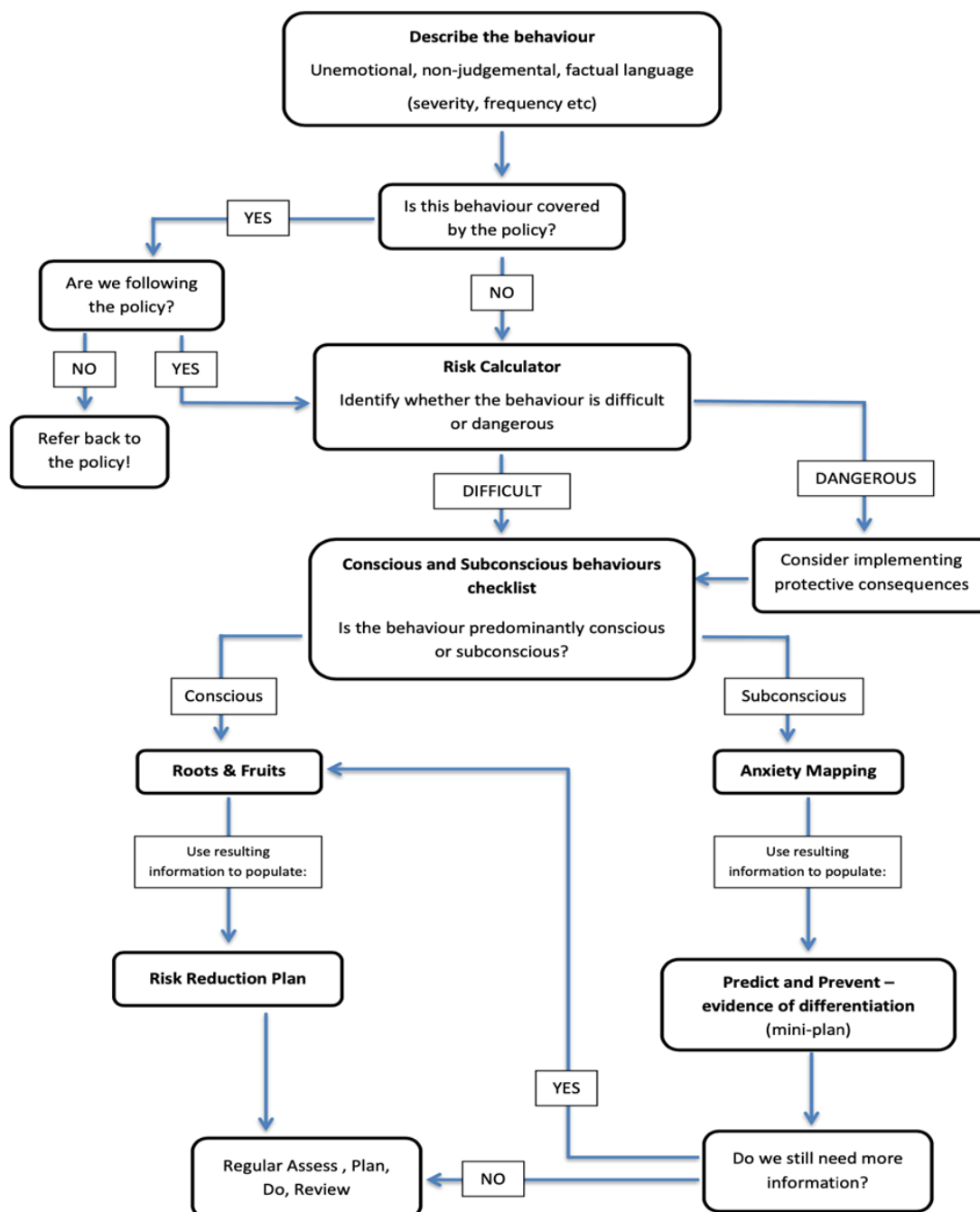
To remind children about appropriate noise levels throughout the school.

We use the voice level chart with selected picture prompts again based on the Essex Learning Services resources. This gives us three volume levels as reminders:

1. Partner voices
2. Table voices
3. Playground voices.

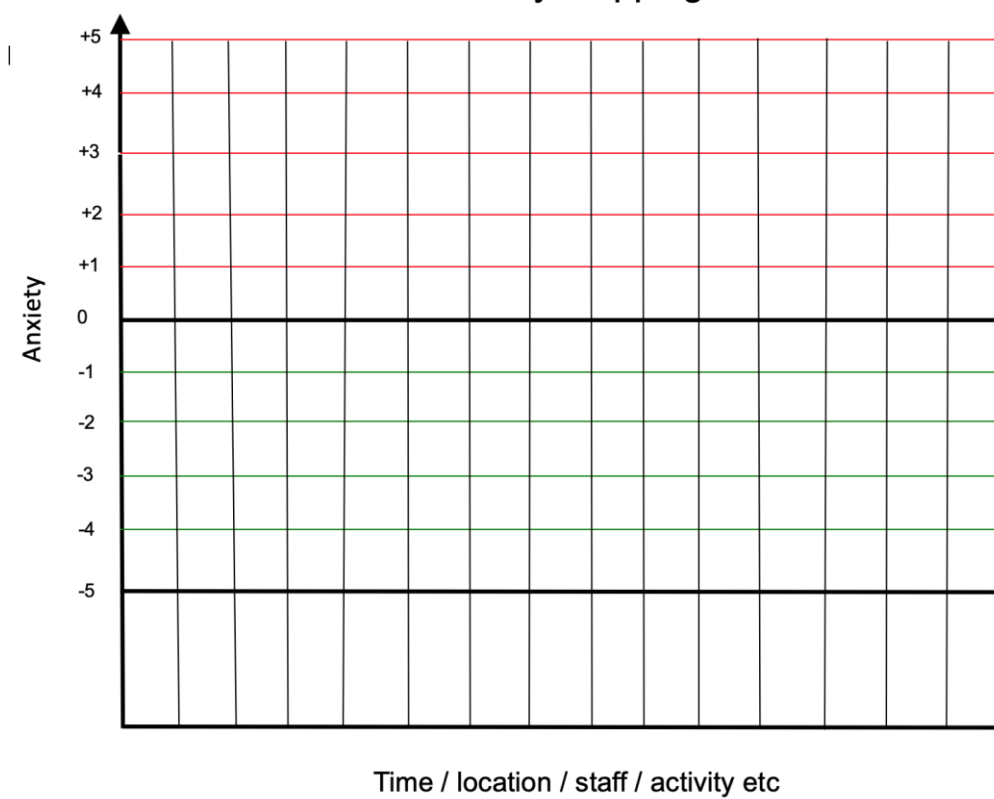
There are posters available for these core strategies that should be displayed in every class and around the school (Appendix)

When difficult or dangerous behaviours occur, the school will follow the following flowchart:



Appendices

Anxiety Mapping



Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

