



CRADLEY CE BEHAVIOUR POLICY 2025

A policy to safeguard children

INTRODUCTION



School Vision and values

Our school values, vision statement and aspirations have been arrived at through consultation with the whole school community.

Our values

Respect, caring, courage, trust, perseverance, belonging, forgiveness and resilience.

Our vision

Our vision, 'Believe, belong, be happy; every child every chance, every day' is inspired by the relationship between Jesus and Peter. Jesus valued and loved Peter unconditionally and accepted him for who he was. Jesus guided, nurtured and inspired Peter. He believed in Peter even when he doubted himself. Peter learnt from his mistakes and took risks, safe in his trust and faith in Jesus. Through his relationship with Jesus, Peter experienced a sense of belonging, family and self-worth. He received the support and guidance he needed to flourish, strong in the foundations he built with Jesus, enabling Peter and to lead a happy and fulfilling life.

Our aspirations for our children:

Believe

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. Jesus treated Peter with dignity and respect; he believed in Peter and nurtured his faith and self-belief. We want our children to learn from the relationship, to believe in themselves and their own abilities so that they can aspire to be the best they can be. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. In the same way that Peter was guided and supported by Jesus, so we will guide our children in their spiritual life, support them on a journey of faith and offer them an encounter with Jesus Christ.

Belong

Jesus welcomed Peter and gave him the opportunity to belong to a very special community. All relationships at Cradley CE are inspired by this example Jesus set; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family, just as Peter experienced a sense of belonging with Jesus and the other disciples. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will

help them to participate in their communities and to grow as responsible, compassionate and caring citizens.

Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

Every Child

Jesus accepted Peter for who he was and loved him unconditionally. He saw potential in Peter and called him 'The rock'; he gave Peter the opportunity to be part of something very special.

At Cradley CE we are inspired by the example Jesus set; we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in confidence and given the opportunity to succeed, building on their own unique gifts.

Every Chance

Throughout his life, Peter made many mistakes. Each time, Jesus forgave him and gave him another chance to be the best person he could be. At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

Every Day

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the example Jesus set, forgiveness underpins all relationships; children are given a fresh start each day-another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

This Policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

Introduction

1 Introduction

At Cradley CE Primary School we are a caring, inclusive community rooted in Christian values and a belief that every child is unique, valued and capable of flourishing. Our values underpin all relationships and everything we do. We believe that teaching and modelling these values has a positive impact on behaviour and enables pupils to thrive. We fulfil our statutory duties under the Equality Act 2010, safeguarding legislation and our responsibilities towards pupils with Special Educational Needs and Disabilities (SEND).

Our Behaviour Policy supports our vision, *'Believe, belong, be happy; every child, every chance, every day.'* It aims to ensure that every member of the school community is treated with dignity, respect and fairness, creating an environment where everyone feels safe, happy and able to learn. Through encouragement, praise, high expectations and consistent practice, we promote self-discipline, positive relationships and a culture in which pupils are supported to achieve their full potential.

Aims of the policy

This policy aims to:

- provide a clear, consistent and fair approach to behaviour management across the school;
- promote positive behaviour, self-discipline and personal responsibility;
- develop pupils' self-esteem and encourage respect for themselves and others;
- ensure all members of the school community understand and uphold the school's expectations;
- involve pupils in taking ownership of the school's rules and values;
- apply expectations inclusively, making reasonable adjustments where appropriate to meet individual needs;
- support every pupil, regardless of background, faith or need, to develop as a confident, responsible and respectful member of society.

Expectations

Education is a partnership between pupils, staff, parents and governors. We expect all members of our school community to demonstrate our Christian values in their actions, relationships and communication, both within school and when representing the school in the wider community.

Everyone has the right to feel safe, valued and respected. Bullying, harassment and discrimination will not be tolerated. The school is committed to equality of opportunity and inclusion for all, regardless of race, disability, gender identity or any other protected characteristic.

We expect pupils to:

- arrive on time and ready to learn;
- participate fully in learning and school life;
- follow the school's Attendance Policy;

- care for the school environment and resources;
- behave in a way that reflects the best interests of the whole school community.

Teaching and learning

We encourage pupils to take responsibility for their learning and behaviour. Staff promote success through positive relationships, high expectations and a trauma-informed approach that celebrates achievement while responding to difficulties with sensitivity and consistency. Every child receives support, guidance and encouragement to succeed, and in return is expected to cooperate, work hard and do their best.

Rewards

Positive behaviour is recognised and celebrated through a range of rewards that encourage effort, achievement and living our school values.

Rewards include:

- verbal praise, written feedback, stickers, stars and recognition from other staff, including the Deputy Headteacher or Headteacher;
- silver (5 Dojos) and gold (10 Dojos) awards;
- positive comments and stamps in books;
- Dojo achievement certificates awarded in assemblies at 50-point milestones, together with coloured badges;
- whole-class rewards through the **Pebble Pot**, leading to a class Pebble Party;
- weekly and half-termly Praise Assemblies, with parents invited to celebrate achievements each half term;
- values jar (collaborative)
- individual values tokens with lucky dip
- Weekly 'Top Table' lunchtime award
- recognition of achievements outside school through assemblies, newsletters and our bi-annual **Shine Week**.

Restoration practice

Restorative practice is central to our approach to behaviour and reflects our vision of *'Believe, belong, be happy; every child, every chance, every day.'* It promotes trust, respect, forgiveness, resilience and personal responsibility by focusing on repairing relationships and understanding the impact of behaviour, rather than simply imposing punishment.

Following the principles of the Department for Education's *Behaviour in Schools* guidance, staff use calm, respectful and reflective conversations to explore the reasons behind behaviour, support emotional regulation and help pupils understand the impact of their actions. Pupils are encouraged to repair harm through appropriate actions, such as apologising, making amends or agreeing strategies to prevent recurrence.

By applying restorative approaches consistently and fairly, we strengthen relationships, promote positive behaviour, maintain a calm and safe learning environment and support pupils' social, emotional and personal development. Examples of restorative questions and sentence stems can be found in **Appendix 2**.

Sanctions

Whilst restorative practice is our primary approach to behaviour management, sanctions may be necessary where behaviour continues to affect the safety, wellbeing or learning of others. Staff will seek to understand the reasons behind inappropriate behaviour and, where possible, address concerns through respectful discussion and restorative conversations. Sanctions will always be proportionate, reasonable, individualised and applied in accordance with the Equality Act 2010, making reasonable adjustments where appropriate.

The following sanctions may be used, depending on the nature and seriousness of the behaviour:

- reminder of expectations and restorative conversation;
- change of seating or working location;
- repeating or completing work where insufficient effort has been made;
- restorative discussion during part of break or lunchtime;
- verbal warning ('Yellow Card'), Time to Think, or verbal Red Card – Reset following repeated disruption;
- parental communication and behaviour logged on the school's recording system following a Reset;
- referral to the Phase Leader, Deputy Headteacher or Headteacher;
- missing playtime or part of lunchtime (supervised);
- time out or reflection space (particularly for younger pupils);
- temporary removal to another classroom to regulate behaviour;
- withdrawal from an activity where safety is at risk;
- internal exclusion for a fixed period where appropriate.

Involvement of parents and guardians

Parents and Guardians who accept a place for their child at Cradley CE Primary School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

Involvement of pupils

Our vision and values for our school means that we believe in listening to our pupils and taking their views on board. Respect and trust are two of our core values and we believe that we must show this to our pupils by listening, trusting them to make the right choices and by encouraging constructive suggestions from them.

Advice to Pupils

Pupils are advised to seek help when necessary, when they are experiencing difficulties or when they are aware that other children are experiencing difficulties. It is best that this help is sought at the earliest possible opportunity. Children are encouraged to:

- Talk to class teacher or another trusted adult
- Talk to parents. The parent should then contact the class teacher at the earliest opportunity.

Bullying

The school does not tolerate bullying, including homophobic bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school anti – bullying policy is available for parents on our website.

Racist remarks

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral may be made to the police in line with the school Equality Policy.

Educational Approach

At Cradley CE Primary, where behaviours may be perceived as racist, homophobic or bullying, we take a proactive, educational approach that recognises the potential harm caused and the importance of addressing these behaviours effectively. We understand that such actions, whether intentional or unintentional, can impact individuals and undermine our values of trust, respect and belonging.

Rather than focusing solely on sanctions, we support pupils to understand the impact of their choices through restorative conversations, guided reflection and curriculum opportunities that promote diversity, equality and inclusion. By developing empathy, awareness and responsibility, we help pupils make positive choices and contribute to a safe, respectful environment where every child feels valued.

At Cradley CE Primary, we recognise that positive behaviour is built through strong relationships, clear expectations and consistent application of our vision and values. Class teachers play a central role in creating a calm, respectful and purposeful learning environment where every child can thrive.

Under Sections 90 and 91 of the Education and Inspections Act 2006, teachers have a duty to address unacceptable behaviour, including when pupils break school rules or fail to follow reasonable instructions. This authority also extends to all paid staff responsible for pupils, including teaching assistants, unless directed otherwise by the Headteacher.

Staff have the authority to:

- Apply appropriate sanctions at any time pupils are under the school's care, including during off-site activities such as educational visits and residential.
 - Address incidents of misbehaviour that occur outside of school where they impact the school community.
 - Confiscate items where appropriate and in line with statutory guidance.
 - Implement agreed behaviour consequences outlined within this policy.
- Class teachers are responsible for:
- Embedding the school vision and values within their classroom and ensuring pupils understand and demonstrate respectful, responsible behaviour.
 - Setting high expectations for behaviour, attitudes to learning and effort, enabling all pupils to achieve their best.
 - Applying behaviour expectations fairly, consistently and with compassion, recognising and responding to individual needs.
 - Managing day-to-day behaviour incidents effectively, seeking support from the Phase Leader in the first instance where concerns persist, followed by the Deputy Headteacher or Headteacher if further support is required.
 - Recording significant behaviour incidents through the school's digital behaviour logging system.
 - Working closely with the SENDCo to identify and support any additional needs that may be contributing to behaviour, including liaising with external agencies where appropriate.
 - Maintaining positive communication with parents and carers, sharing information about pupils' progress, behaviour and wellbeing, and working collaboratively to support improvement.

Through consistent, nurturing and values-led practice, class teachers help pupils develop the self-discipline, resilience and respect needed to become confident and responsible members of the school community.

2 The Role of the Headteacher

The Headteacher has overall responsibility for ensuring that the school's Behaviour Policy and Code of Conduct are implemented fairly, consistently and effectively, in line with statutory guidance and with the aim of safeguarding the wellbeing of the whole school community.

The Headteacher is responsible for:

- Ensuring that behaviour expectations are clearly established, consistently applied and aligned with the school's vision, values and commitment to creating a safe, respectful and inclusive environment.
- Monitoring the effectiveness of the Behaviour Policy and reporting to governors as required.
- Supporting staff in the implementation of the policy by setting high standards for behaviour, providing guidance and ensuring a consistent approach across the school.
- Ensuring that appropriate records are maintained for serious behaviour incidents and that these are monitored to identify patterns, provide support and inform future actions.
- Ensuring that sanctions are applied fairly, proportionately and following appropriate investigation. Sanctions will always be reasonable, lawful and respectful, and will never involve degrading or humiliating practices.
- Working with pupils, families and external agencies to support improved behaviour. Where behaviour is escalating and there is a risk of exclusion, referrals to services such as Dudley Inclusive Pathways may be considered, with parental consent, to provide additional support and reduce the likelihood of permanent exclusion.
- Issuing suspensions, including suspensions for part of the school day or fixed-term suspensions, where a pupil's behaviour constitutes a serious breach of the Behaviour Policy.
- Making the decision to permanently exclude a pupil only as a last resort, where there has been a serious breach or persistent breaches of the Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Through strong leadership, clear expectations and a focus on support and restoration, the Headteacher ensures that behaviour is managed in a way that protects pupils' safety, promotes positive choices and enables all members of the school community to flourish.

The Role of the Governing Body

The Governing Body plays an important role in supporting and challenging the school's approach to behaviour and discipline. Governors are responsible for establishing clear expectations, approving the Behaviour Policy and monitoring its effectiveness to ensure that it supports a safe, respectful and inclusive school environment.

Governors support the Headteacher in implementing the policy and may provide advice on specific behaviour matters when appropriate. While the Headteacher has responsibility for the day-to-day management of behaviour and the application of the policy, governors ensure that decisions are made fairly, consistently and in line with statutory requirements.

The Governing Body has a particular responsibility to promote equality and ensure that all pupils are treated fairly and with dignity. Governors will monitor the school's approach to preventing discrimination, including racism, and ensure that the school meets its duties under the Equality Act 2010. They will challenge and support the school to ensure that no pupil is disadvantaged or treated unfairly because of race, ethnicity or any other protected characteristic.

Through effective oversight, governors help ensure that behaviour approaches reflect the school's values of trust, respect, belonging and inclusion, enabling every child to feel safe, valued and able to succeed.

Advice to staff

At Cradley CE Primary School, all staff, volunteers and students play a vital role in modelling the behaviours, attitudes and values we expect from our pupils. Through positive relationships, consistency and compassion, we create an environment where every child feels safe, respected and valued.

All adults working within our school are expected to:

- Model positive behaviour by treating pupils, families, colleagues and visitors with kindness, care, respect and courtesy.
- Use calm, consistent and positive approaches to manage behaviour, helping pupils understand expectations and develop appropriate ways to resolve conflict.
- Support pupils to make positive choices through strategies such as praise, encouragement, distraction, restorative conversations and appropriate rewards.
- Ensure they are familiar with, and consistently apply, the school's Behaviour Policy and expectations.
- Recognise and celebrate positive behaviours, including kindness, cooperation, perseverance and respect for others.
- Avoid unintentionally reinforcing negative behaviours by ensuring that attention and support are focused on helping pupils develop appropriate responses, while considering individual needs.
- Respect and value the diverse cultures, backgrounds and experiences within our school community, recognising that approaches to communication and behaviour may vary.
- Help pupils reflect on incidents of unacceptable behaviour, understand the impact of their actions and identify more appropriate ways to respond.
- Never use physical punishment, threats, humiliation or approaches intended to shame individual pupils.
- Ensure conversations about behaviour are handled sensitively, privately and respectfully wherever possible.

- Only use reasonable physical intervention where necessary to prevent injury, protect safety or prevent serious damage to property. Where appropriate, individual risk assessments and support plans will be developed in partnership with families and relevant professionals.
- Respond promptly and appropriately to serious incidents, including racist, homophobic or discriminatory behaviour, making clear why the behaviour is unacceptable and focusing on education, reflection and restoration rather than blame. Significant incidents are recorded and reported in line with school procedures.
- Work collaboratively with parents and carers, sharing concerns and using a solution-focused approach to support pupils whose behaviour is causing concern. Objective observations and records will be used to identify triggers, understand needs and agree appropriate next steps.

Early Years Foundation Stage

The principles and expectations outlined within this Behaviour Policy apply throughout the Early Years Foundation Stage. Staff recognise the importance of supporting young children to develop self-regulation, positive relationships and an understanding of boundaries through consistent routines, nurturing relationships and age-appropriate approaches.

Behaviour expectations are taught through modelling, encouragement, praise and restorative conversations, with consideration given to each child's stage of development and individual needs.

Behaviour Beyond the School Site

At Cradley CE Primary School, we expect pupils to demonstrate our vision and values wherever they are, including beyond the school premises. Pupils are ambassadors for our school community, and the same high expectations for behaviour apply during all school-related activities.

The school reserves the right to address behaviour that takes place outside of school where it has a potential impact on the safety, wellbeing or reputation of the school community.

This includes behaviour when pupils are:

- Participating in school-organised activities, visits, residential or events.
- Travelling to or from school.
- Wearing school uniform or otherwise identifiable as a pupil of Cradley CE.
- Representing the school, for example in sporting events or other activities.
- Behaving in a way that threatens the safety or wellbeing of another pupil, member of staff or member of the public.
- Acting in a way that could negatively affect the reputation or orderly running of the school.

Where behaviour may constitute a criminal offence or presents a serious risk to others, the school will investigate where possible and may involve the police or other relevant agencies.

We want our pupils to carry our values of trust, respect, kindness, courage and responsibility into the wider community. We expect them to act as positive representatives of Cradley CE at all times.

Where off-site behaviour falls below expectations, the school may use restorative approaches, reminders of expectations and appropriate sanctions. These may include the withdrawal of privileges, fixed-term suspension or, in the most serious circumstances, permanent exclusion. Any response will be proportionate and take into account:

- The seriousness and impact of the behaviour.
- The extent to which the behaviour affects the reputation of the school.
- Whether the pupil could be identified as a member of Cradley CE.
- The impact on the safety, wellbeing or education of others.
- Whether the behaviour affects opportunities, activities or experiences available to other pupils.
- Whether the behaviour occurred while representing the school or participating in a school-related activity.

Our aim is always to help pupils understand the impact of their choices, repair relationships where harm has occurred and continue to grow as respectful and responsible member.

Confiscation of Inappropriate Items

Staff at Cradley CE Primary School have the authority to confiscate items where they are considered inappropriate, unsafe or in breach of the school's expectations. Any confiscation will be reasonable, proportionate and carried out with the aim of maintaining a safe, respectful learning environment.

Where an item is confiscated, staff will take reasonable steps to ensure it is kept safe. The item will normally be returned to the pupil's parent or carer, and the reason for the confiscation will be explained so that expectations are clear and future issues can be avoided. Staff acting lawfully and reasonably in carrying out confiscation are protected from liability for loss of, or damage to, confiscated items.

Dealing with inappropriate behaviour of parents, visitors and other adults in school:

At Cradley CE Primary School, we have a legal duty to ensure that our premises provide a safe and welcoming environment for pupils, staff, families and visitors. Any behaviour from visitors, including parents and carers, that is threatening, aggressive, abusive or otherwise inappropriate will be addressed promptly and appropriately.

The school premises are owned by the Diocese, and access to the site is granted at the discretion of the Headteacher and Governing Body. Permission to be on site may be extended to pupils, parents, staff, contractors, professionals and other visitors; however, everyone accessing the school site is expected to behave respectfully and in line with our values.

Where a visitor's behaviour falls below these expectations, the school will take reasonable and proportionate action to protect the safety and wellbeing of the school community and to prevent a repeat of the behaviour. This may include restricting access to the school site, managing communication arrangements or taking further action where necessary.

All members of our community are expected to model the trust, respect and kindness that underpin life at Cradley CE, ensuring that our school remains a safe and positive environment for everyone.

Complaints

Should there be any complaints about the operation of our behaviour policy, copies of the School's Complaints Policy can be found on our website.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Other relevant policies

Use of Restrictive Interventions Policy
Anti-bullying Policy
Attendance Policy
Exclusions Policy
Special Educational Needs and Disabilities Policy (SEND)
Equal Opportunities Policy
Attendance Policy
Suspensions and Exclusions Policy
Safeguarding and Child Protection Policy

Compilation, approval and review

Reviewed by C Warford - July 2026

Approved by Governors - September 2026
Due for review - September 2027

Appendix 1

De-escalation Strategies and DFE guidance

De-escalation strategies

- Positive stance and open posture
- Change of environment
- Grab bag (nurturing resources within)
- Language strategies- verbal, paraverbal & non-verbal
- Advanced empathy
- Reduce the pressure- I do, we do, you do
- Work station/safe space
- Reference to class rules
- Modelling
- Calm environment
- C.A.L.M—communicate, awareness, assessment, listen and look, make safe
- Distraction
- Reassurance
- Lowering voice/ broken record—'I am here to help.'
- Allowing space
- Humour
- Little challenge/ competition - 'I bet you can't....'
- Planned ignoring
- Time out
- Reminder of what success looks like
- Verbal advice and support
- Showing pictures/ not too many words
- Change of adult/change of face
- Over and above recognition for doing the right thing / noticing a change in behaviour
- Emotion coaching—connect/ empathy
- Remove the class if children are in a potentially dangerous situation

DFE, Use of reasonable force, July 2013

All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Appendix 2

Restorative Practice Sentence Stems

- 1. To help the pupil reflect on their behaviour:**
 - "Can you tell me what happened from your point of view?"
 - "What were you thinking or feeling at the time?"
 - "What do you think about what happened now?"
- 2. To encourage understanding of impact:**
 - "How do you think your actions affected others?"
 - "Who else do you think was affected by what happened?"
 - "How do you think they might have felt?"
- 3. To support taking responsibility:**
 - "What part did you play in what happened?"
 - "What could you have done differently?"
 - "How can you make things right?"
- 4. To promote problem-solving and future change:**
 - "What do you think needs to happen next?"
 - "How can we help you to avoid this happening again?"
 - "What support do you need to make better choices?"
- 5. To encourage empathy and rebuilding relationships:**
 - "Is there anything you would like to say to the person affected?"
 - "How can you show that you are sorry?"
 - "What can we do to help everyone feel safe and respected again?"

Using these stems consistently helps pupils engage meaningfully in restorative conversations, supports their social and emotional development, and reinforces the school's values of trust, respect, and forgiveness.