Canvey Primary School and Nursery

Behaviour Policy

Reviewed: October 2025
Date of next review: October 2026

Behaviour Policy
Contents

Page 3	Introduction
Page 3	Types of behaviour
Page 3	Responses to behaviour
Page 5	De-escalation script
Page 5	Consequences
Page 6	Restorative practice
Page 6	Aims
Page 6	Responsibilities
Page 8	Procedures
Page 10	Bullying including peer on peer abuse
Page 10	Racist incidents
Page 10	Off site behaviour
Page 11	Malicious allegations
Page 11	Physical intervention
Page 18	Transition
Page 18	Rewarding positive behaviour

CANVEY PRIMARY SCHOOL AND NURSERY

Behaviour Policy

At Canvey Primary School and Nursery, we have adopted the therapeutic approach to managing behaviour. This is defined as an approach to behaviour that prioritises the pro-social experiences and feelings of everyone in our school community.
Behaviour is classified into three types: Pro-social, Anti -social dangerous and Anti-social difficult.

Pro-social behaviour is defined as:

- Behaviour that is positive, helpful and intended to promote social acceptance.
- It is characterised by a concern for the rights, feelings and welfare of other people.

Anti-social dangerous behaviour is defined as:

- Behaviour which will imminently result in injury to self or others.
- Damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse or child on child abuse.
- Behaviour that causes harm or injury to an individual, the community or to the environment.

Anti-social difficult behaviour:

- Behaviour that violates the rights of another person
- Behaviour that is Anti-social but is not deemed dangerous

Below is a table depicting examples of the types of Pro-social behaviours we might see in school and examples of how staff members should respond:

Behaviour	Typical Response
Walking sensibly around the school	“Well done for walking sensibly”
Holding a door open for someone	“Thank you. You have lovely manners.”
Using ‘please’ and ‘thank you’	“You’re welcome”
Walking a child to first aid	“Well done for helping your friend. Its good to know we look after each when we’re poorly.”
Helping a peer to understand work	“Well done. It’s important that all help each other when we need it.”
Inviting another child to play a game	“That’s really kind. I bet you’ve made their lunch time.”

Child says ‘good morning’ or ‘good afternoon’	Say ‘good morning’ or ‘good afternoon’ back to them.
Helping an adult around the school	“Thank you. You’ve made that job a lot easier”
Supporting a peer when they are upset	“What a good friend. Well done. I bet they feel better for it.

Below is a table depicting examples of the types of Anti-social behaviours we might see in school and examples of how staff members should respond:

Behaviours	Typical Response
Running in the corridors	“Remember we walk around the school”
Climbing onto objects around the school	Use of de-escalation script
Screaming and shouting	Use of de-escalation script
Using bad language towards children	“NAME, remember the type of language we use in our school.” Educational consequence around using bad language
Using bad language towards adults	Use of de-escalation script Educational consequence around using bad language
Intentionally hurting other children physically (hitting, kicking, hair pulling etc)	Use of de-escalation script. May need to steer, guide or escort away from situation. Protective consequence.
Intentionally hurting adults in the school	As above
Rough play	“Name, remember how we play nicely. I know you wouldn’t want to hurt your friends. Logical consequence if needed for repeating behaviour.
Refusing to work	Remind child that any unfinished work will need to be completed. Identify any support you can offer the child to help them to ensure unmet needs are catered for. Logical consequence for continued refusal despite support.
Refusing to listen to adults	Us of de-escalation script. Please note that lack of eye contact does not denote that a child is not listening to you. When child has regulated their behaviour, follow up to identify problems.

Incidents of anti-social, dangerous behaviour such as racist incidents or child on child abuse are always referred to the Senior Leadership Team who fully investigate incidents and follow DFE guidelines.

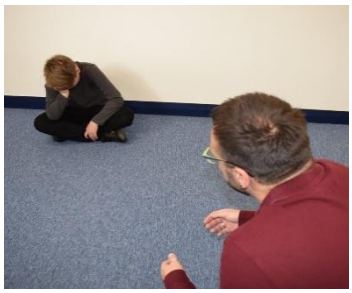
De-escalation Script

- Say child's name
- I can see something has happened
- I am here to help
- Talk and I will listen to you
- Come with me and …



De-escalation Body Language

- Outside of an outstretched arm
- Good distance between adult and child
- Standing side on
- Relaxed hands
- Managing height



Consequences for Anti-social behaviour:

Consequences are different to punishments as they seek to help the child understand an event or situation as opposed to forcing them to comply. They have far greater long-term benefits to the child and everyone within the school community.

A consequence is a conclusion or action derived through logic meaning a consequence that logically or naturally follows from an action.

At Canvey Primary School and Nursery we separate consequences into two types:

Protective:

This involves the removal of freedom in order to manage harm e.g.

- increased staff ratio
- limited access to outside space
- escorted in social situations
- differentiated teaching space
- exclusion

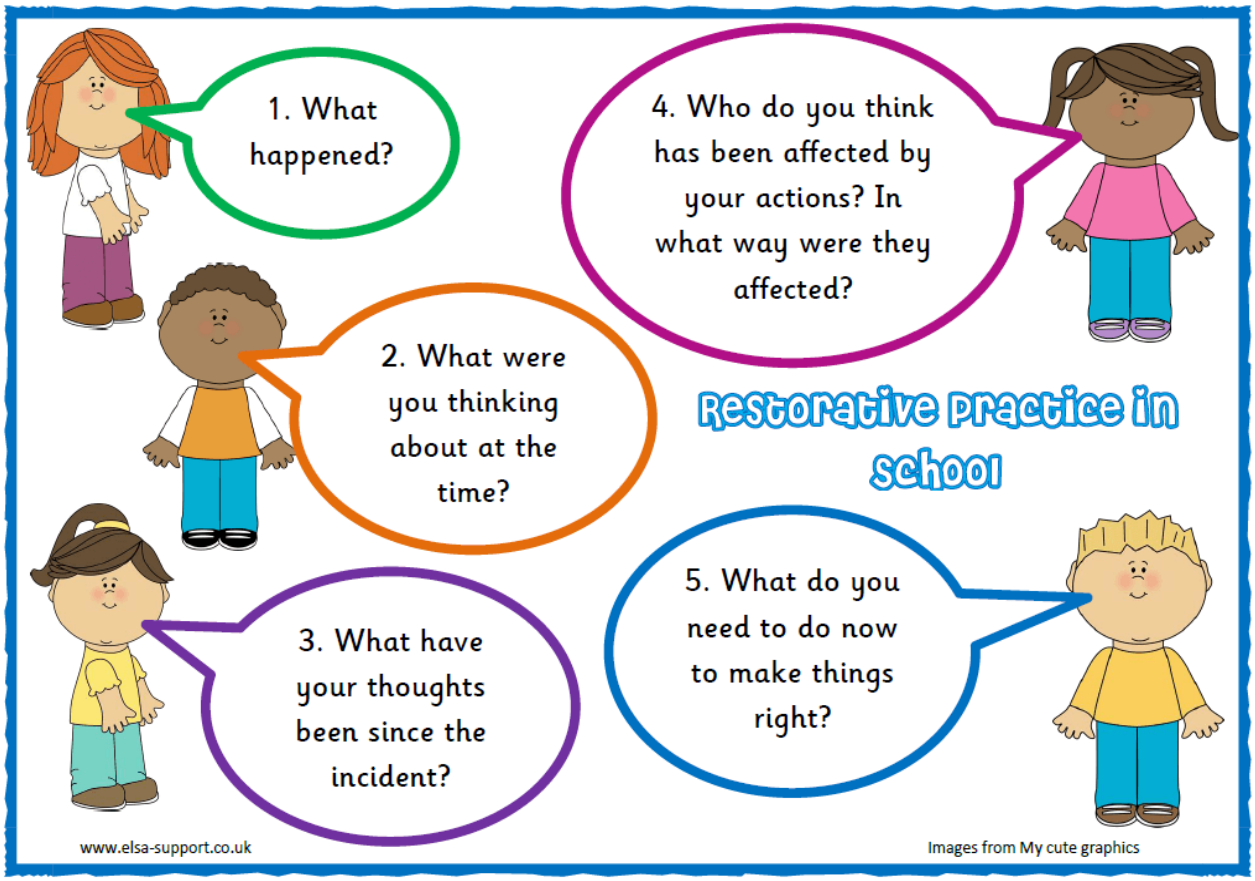
Educational:

This involves learning, rehearsing or teaching so the freedom can be returned e.g.

- completing tasks
- rehearsing
- assisting with repairs
- educational opportunities
- research
- conservation
- exploration

For a consequence to be valid, there should be a clear reason for our response. We should say to the child "Obviously, this needs to happen because…"

When discussing antisocial behaviour with Children, refer to the 'Restorative Practice' poster on the next page to lead discussions and understanding of the behaviours.



Aims

Our aims for behaviour are that all children will :-

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual and moral awareness.
- Take a pride and responsible interest in caring for their environment.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:-

- Valuing children and adults as individuals and respecting their rights.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.

- Rejecting all conduct involving bullying, harassment, or inappropriate social conduct.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Fostering a pride in belonging to the school community.
- Caring for, and taking a pride in, the physical environment of the school.
- Recognise when to seek help from outside agencies for persistent displays of anti-social behaviour such as EWMHS, Open door, CAVS, Family Solutions, Ed Psych etc to support children, families and staff.

The Leadership Team (governors, Headteacher and senior staff) work towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos.
- Taking responsibility for devising and implementing policies which acknowledges its influences on pupils' behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Recording and reporting incidents of dangerous antisocial behaviour.
- Creating opportunities for staff training and providing support for those who wish to improve their practice through peer to peer mentoring, courses and working with professionals.
- All incidents of behaviour reported to SLT or requiring contact with parents is recorded on behaviour logs to identify patterns or emerging patterns in behaviour.

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous.
- Being good role models – appropriately dressed, punctual, well prepared and organised.
- Taking quick, firm action to prevent one child inhibiting another’s progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively with a shared philosophy and commonality of practice.
- Recording behaviour incidents on behaviour logs to identify patterns/changes in behaviour.

Pupils work toward the school's aims by :-

- Being appropriately dressed, punctual and ready to begin lessons on time.
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently.
- Conducting themselves in an orderly manner in line with the school’s expectation of behaviour.
- Taking responsibility for their environment and for their own learning and conduct.

.

Parents work toward the school's aims by :-

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays during school vacations only).
- Providing prompt notes to explain all absences.
- Providing support for the consequences within the school and for the teachers' role. If the school has to use reasonable consequences with a child, parents should support the actions of the school.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at **all** times.
- By conducting themselves in an appropriate manner while on school premises.

Procedures

All members of the school community are involved in various aspects of the following:

- Meetings of staff to review behaviour issues as required.
- A planned programme of professional development for teachers, learning support assistants, midday supervisors and administrative staff.
- Encouraging involvement of Governors in training feed-back.
- Frank and open debate about behaviour at Governors' meetings.
- Causes of concern by class teachers are reported to Headteacher, DHTs or member of SLT.
- Lunchtime incidents are reported to the DHTs

Effective partnerships with parents is encouraged by:

- Regular informal contact with teachers who are accessible to parents after school on a daily basis.
- Good communication channels including fortnightly newsletters and Termly reports from school.
- Parents evenings.
- An induction programme for children entering Reception.
- Information for new parents which outlines the school's behaviour policy and explains the parents' role in this.
- Welcoming other parental contributions such as accompanying educational visits, providing transport for children and helping with extra-curricular activities.

- A clear policy for children with special needs which involves parents (see Special Educational Needs Policy).
- A procedure for the monitoring of homework and parental support.

Children are provided with opportunities to discuss appropriate behaviour in the following ways:

- A School Council of pupil and staff representatives that meets fortnightly.
- A programme of Religious Education that includes ethical and moral issues.
- A programme of SMSC which encourages children to reflect on their Spiritual, Moral, Social and Cultural well-being.
- The compilation, by each class, of a set of positive Rules at the beginning of the school year.

Positive behaviour is promoted by:

- Staff acting as good role models.
- Staff offering guidance to children including praise and encouragement.
- The provision of a curriculum designed to challenge and engage each child.
- Classroom organisation which facilitates independent working.
- The encouragement and appreciation of children who act as positive role models.
- Collaborative work within classes and across year groups which helps to develop good relationships.
- A merit award system involving credit towards certificates for good work and behaviour which are presented in weekly assemblies.

Anti-social behaviour is minimised through the use of:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- A schedule of consequences for anti-social behaviour.
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or peer on peer abuse.
- A readiness to tackle persistent behavioural problems
- Confiscation of inappropriate items brought into school or items that are affecting a child's ability to learn.

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
Racial	Racial taunts, graffiti, gestures
Peer on Peer abuse	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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Racist incidents

The school will be not tolerate any form of racial discrimination or abuse. All racist incidents will be dealt with seriously by the school, and the appropriate procedure followed.

The school follows Essex LEA Guidance for Schools in identifying and reporting racist incidents.

Off Site behaviour

Consequences may be applied where a pupil has presented anti-social behaviours when off-site and representing the school, such as on a school trip or on the bus on the way to or from school. (See Educational Visits Policy)
Incidents involving children from Canvey Primary School and Nursery that have taken place outside of school and whilst in the care of their parents/guardian is to be dealt with by the parent /guardian. As a school we will ensure any incidents do not disrupt the child in

school and will endeavour to resolve any issues, this includes cyber bullying. Any reports will be investigated and dealt with through informing the parents.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will act in accordance with Essex LEA Guidance for Schools.
Please refer to our 'Keeping pupils and staff safe guidance' for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical Intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress
- to gently direct a child
- for curricular reasons (PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupils age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (not in private or with a door closed)

At Canvey Primary School and Nursery we acknowledge that it may be necessary for a member of staff to physically guide, touch or prompt children in appropriate ways at appropriate times. All staff members have signed to say they have received the behaviour policy and have read and understood it.

How do we use touch in Canvey Primary School and Nursery?

Hugging

If a member of staff feels it is necessary to use touch for comfort or reward they are to use 'supportive hug' method learnt in Essex Steps training. This requires the staff member to have:

- Hip in
- Head away
- Sideways stance
- Closed mitten containing each of the child's shoulder
- Communicate your intention to the child
- Use 'de-escalation script' if required

A 'supportive hug' can be used either standing or seated

See images for further clarification

Supportive Hug to comfort or reward a pupil (Can be used to support, guide or escort pupils)







(Closed mitten)



Hand Holding

Whilst we understand that for some children, they will instinctively take an adult's hand if they are upset or in need of comfort. Whilst this is perfectly acceptable, as a school, we would not recommend this form of comfort. The reason behind this decision is due to the injury it could cause if a child were to suddenly change direction and pull against the adult. In this case the simple act of hand holding is classed as a restraint.

Therefore, if a child were to take your hand we would encourage staff members to move the child's hand to the adult's arm. We refer to this as 'offering an arm'. This requires the adult to hold their arm out and the child is encouraged to wrap their hand around the

adult's lower arm. The adult's other hand can be placed over the child's for extra security if needed.
This requires a member of staff to:

- Have their hip in
- Hold head sideways
- Have a sideways stance
- Arm is offered
- Student willingly accepts the arm
- Adult to draw elbow in for extra support.

See images below for further clarification

Offering an arm (to support, guide or escort)





<u>Lap-Sitting</u>
At Canvey Primary School and Nursery we actively discourage sitting children on our laps. All children in our care are taught to seek comfort or rewards through contact explored in the Essex Steps training. If a child attempts to sit on your lap, encourage them onto a seat next to you.
If at any point a child were to climb onto your lap you need to ensure you have informed a senior member of staff who will ask you to note the details of the event. Therefore, we can monitor the child and any needs that may not be being met.
It is important to note that not all children want to be touched and this should be respected. However, if a child were at risk of harm if you do not physically intervene in an emergency situation, you must act. The action you take will be dependent on the dynamic risk assessment that you make at that particular moment in time.

If ever you are concerned about a child or any actions you have taken, always speak to a member of the SLT.

Closed Mitten





A ‘closed mitten’ hand is used to draw a child closer. The fingers and thumb are together and should remain this way to avoid gripping the child which could result in bruising consistent with poor practice.

Open Mitten





An ‘open mitten’ consists of fingers together and the thumb away from the fingers. The palms are parallel to the floor. As with a closed mitten, the hand should remain like this to avoid gripping the child resulting in possible bruising.

Open Mitten to protect or turn





Open mitten to communicate





Open Mitten - 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

Open mitten to support, guide and escort









- Hip in
- Head away
- Open mitten hands above the elbow
- 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, possibly resulting in bruising consistent with poor practice.

Transition

At the end of every academic year, children have the opportunity to meet and learn with their new teacher in their new classroom. For children transitioning onto Secondary school, they have transition days to help acclimatise themselves with their new school. Staff at Canvey Primary School and Nursery meet with staff from the secondary school to discuss any issues with particular children to ensure support is in place when they start. Children on the SEN register or children with behavioural difficulties have additional transition visits to help with any anxiety they may have. This is the same for children transitioning from key stage 1 to key stage 2.

Rewarding Positive Behaviour

KS1

- All adults have a selection of **stickers** that they award to children in recognition for effort or achievement.
- Each class has a **Recognition Board** that is separated into three sections: Respect, Responsibility and Resilience. Children have a special token that is placed on the Recognition Board in acknowledgement of positive behaviour relating to any one of the school values. Children on the Recognition Board are acknowledged in achievement assembly. Tokens are removed each week so the children have the opportunity to be recognised again the following week.
- **Celebration Assembly**. Any adult can nominate children via the celebration book.
- Each child is allocated a colour team (red, blue, green or yellow) and can earn team points for effort achievement or positive behaviour. Any member of staff can award team points, which are counted on Thursday and the winning team announced during Friday's achievement assembly. The winning team receives an award.

KS2

Merit Award System

The system rewards good behaviour, effort, attitude, and academic standard. It is based on children receiving concrete encouragement to improve on their own personal best in all aspects of their school life. The fundamental notion is that children should be 'caught' doing something good, and good behaviour, attitude and endeavour should be rewarded as often as possible.

The system works as follows:-

- All classes negotiate class rules at the beginning of a new academic year. They also negotiate the rewards they would like for good behaviour, effort, and standard of work, in the form of activities.
- Every class is divided into four groups.
- Each child is given a credit card that they are **fully** responsible for.
- Children are able to earn credits from their class teachers and all other staff in the school, for being observed doing something good.
- To fill a credit card takes ten credits.
- When the card is full it is posted in a box in the classroom.
- Credit cards are counted up weekly and 'Milestone' certificates are rewarded as follows:

AWARDS

When a child achieves three full credit cards they receive **Merit Award** to take home.

Three Merit Awards = **A Bronze certificate**
Next Three Merit Awards = A Silver Certificate
Next Three Merit Awards = A Gold Certificate
Next Three Merit Awards = A Head Teacher's Award
Certificates are awarded in Friday morning assemblies and the pupil's name is displayed on a designated board in the hall, and moved across to the next category as they achieve it.

The Headteacher's Award Board is located outside the Head's office. Children who attain a Head Teacher's Award also receive a voucher.

Credit cards are counted up and recorded on a Thursday by the class teacher. LSA's count the credit cards and prepare the necessary certificates to be awarded in the Friday assembly.

Every Friday the class teachers selects a child/children who have gone above and beyond in the week to receive a celebration certificate. This can be for academic work, showing resilience, good manners, being helpful etc..