

Behaviour for Learning Expectations (Juniors Year 4, Year 5, Year 6)

Seek Excellence | Nurture Relationships | Venture Beyond

In classrooms, around school, on trips, playing sporting fixtures.

All positive behaviour and work ethic will be rewarded with awards on pupil star charts, certificates and reward trips.

Learning	<ul style="list-style-type: none">• Cransley Pupils always make studying and learning their first priority in school.• Lessons are for learning; Cransley Pupils make the most of their teaching time by not needing to leave the learning environment during lessons e.g. for getting drinks; toilet visits unless absolutely necessary.• Cransley Pupils do not distract others from learning and making progress e.g. by talking in lessons, shouting out or making inappropriate comments, not following clear instructions from the teacher, or ignoring instructions.• When using Chromebooks as directed by staff in lessons, pupils follow the rules set out in the Pupil Acceptable User Agreement (AUA).
Relationships	<ul style="list-style-type: none">• Cransley Pupils show consideration and respect for others at all times, inside and outside of School and lessons.• Cransley Pupils foster a strong sense of community in which to nurture relationships.• Cransley Pupils are good ambassadors for the School e.g. travelling to and from School, when representing the School, and on all School trips.• Any type of bullying is not tolerated at Cransley School.
Classwork	<ul style="list-style-type: none">• Cransley Pupils follow instructions the first time they are given to them by staff.• Cransley Pupils raise their hand if they have a question to ask during lessons.• Cransley Pupils are 100% focused and on task during lessons.• Cransley Pupils look after their working environment: Classrooms are clean, tidy and free from litter at all times.• Cransley Pupils do not eat during lessons and only drink water from a suitable safe bottle excluding in the Science Laboratories
Homework	<ul style="list-style-type: none">• All homework is completed and submitted by the date set and deadlines are met.• Cransley Pupils take responsibility for their personal study by preparing thoroughly for assessments.• Cransley Pupils use study time effectively and always seek to make exceptional progress with every piece of work.• Cransley Pupils attempt extension work and challenge themselves wherever possible.• When using Google Classroom online, pupils follow the AUA with particular reference to the online section.
Punctuality	<ul style="list-style-type: none">• Cransley Pupils know where their lessons are and always arrive on time, moving purposefully between classrooms.• Cransley Pupils attend meetings with staff at the set time.
Organisation	<ul style="list-style-type: none">• Cransley Pupils bring with them all necessary equipment for their lessons, including their planner and named PE kit.• Cransley Pupils use all equipment safely and for the purpose instructed by the teacher.• Cransley Pupils always return letters/ consent forms/ reply slips by the set date.• All personal property is clearly named.• Chromebooks are brought into school everyday, in a suitable case, named and fully charged.
Presentation	<ul style="list-style-type: none">• Cransley Pupils wear full school uniform including blazers, ties and school shoes. This includes in the Dining Room and lunch queue. Make up, fake tan, false or painted nails and jewellery is not worn (with the exception of a pair of stud earrings). Cransley pupils have natural hair colour and shirts are always tucked in.• Cransley pupils do not chew gum anywhere in school.• Coats, scarves and hats are not worn inside the school building.• All pupils hand in their mobile phones at morning registration and are turned off..• Headphones and audio equipment are not part of the Cransley School uniform.

Behaviour for Learning Staff Rewards and Sanctions (Years 4-6)

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Cransley School Behaviour Policy

All sanctions beyond initial warning to be recorded on SchoolBase.

	Stage	Behaviour	Consequence
	Awards	<ul style="list-style-type: none"> Awarded by staff for excellent work (Seeking Excellence) Helping others (Nurturing Relationships) Any worthy work or behaviour (Venturing Beyond) 	<ul style="list-style-type: none"> Colouring in a star on pupil star charts 25 awards are celebrated by a certificate presented in Celebration Assemblies Special Mention in Celebration Assemblies
	Study Support	<ul style="list-style-type: none"> Homework not complete or of poor quality Reading Record not signed 4x per week 	<ul style="list-style-type: none"> Attend Study Support session during lunch time Additional support given to pupil to complete the expected work Discussion of expected standards and possible barriers to pupil meeting them Recorded in Reading Diary
1	Verbal Warning	<ul style="list-style-type: none"> Behaviour that disrupts the learning of others. Ignoring school rules and expectations set out in Behaviour & Learning Expectations 	<ul style="list-style-type: none"> Discreet and dignified explanation from adult to child about behaviour choices made Advice given to support alternative, positive choices. Supported with praise when implemented.
2	Continued breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> Breach of expectation for learning Actions in lessons that serve to disrupt the learning of others such as: shouting out, talking off task, choosing not to engage with activities set Being disrespectful to peers and/or staff 	<ul style="list-style-type: none"> Pupils miss the following play time and parents are informed by class teacher Pupil reflects upon behaviour choices during break or lunch time with adult support Alternative behaviour choices discussed alongside impact of behaviour choices on others Restorative practice to follow recorded
3	Third consecutive breach of Behaviour for Learning Expectations	<ul style="list-style-type: none"> Extreme individual breach of expectations or serious misconduct, including singular substantial breach of AUA or other relevant policy (e.g. Anti-bullying). No improvement in behaviour/work ethic following previous sanctions and missed play time(s). 	<ul style="list-style-type: none"> Pupil meeting with Head of The Junior School & Class Teacher Discussion of pattern of behaviour choices/incident and causes Pupil explanation recorded and restorative practice (clear expectations of improvement identified including timescale) recorded Parents informed
4	Persistent disruption/misconduct	<ul style="list-style-type: none"> Serious or repetition of inappropriate behaviour, including significant impact on the learning of others through direct/indirect disruption Repeated failure to follow identified restorative practice. Any form of physical or online bullying including incidents of a prejudice nature 	<ul style="list-style-type: none"> Meeting with Head of The Junior School & Parents Pattern of behaviour and impact on learning discussed Review of guidance and advice via restorative practice Pupil placed on Report - needs to report progress to HOJS at given frequency over given time frame to show significant improvement in behaviour choices Possible investigation report to be carried out and filed Restorative practice to follow and recorded.
5	Failure to show sufficient progress in behaviour choices	<ul style="list-style-type: none"> Continually demonstrating poor behaviour of a serious nature and failing to respond to pastoral support and guidance. Report period identifies continual breach/no improvement in following restorative practice Continual substantial breach of the AUA 	<ul style="list-style-type: none"> Behaviour/incidents investigated, evidenced and independent conclusion reached by Head of The Junior School, and shared with parents Pupil behavioural contract prepared, counter-signed by parents and pupil. Fixed term exclusion at home to reflect and receive parental support and guidance, with clear reference to expectations above. Restorative practice to follow upon return to School and recorded.
6	Permanent Exclusion or Managed Move	<ul style="list-style-type: none"> Gross misconduct towards pupil or staff or gross breach of AUA Continued repetitive poor behaviour. Repeated failure to follow reasonable instructions. or respond to pastoral support, periods of reflection and guidance. 	<ul style="list-style-type: none"> Investigation reports and reviews documented, and shared with parents; Schoolbase records updated and finalised, and shared with parents. COG informed by HT or Pastoral Leader. Expulsion, Removal and Review Policy reference and documentation shared with parents; Face to face and written communication with parents with reasons for expulsion or required removal, and failure to respond to pastoral support or restorative practice.

