



## **Cockfield Primary School**

### **Behaviour Policy and Guidelines**

#### **Aims and Ethos**

Everyone in Cockfield Primary School will be valued for who they are and for what they could become. Our behaviour policy and guidelines will endorse and promote the sense of value of each individual and for each other.

At Cockfield Primary School everyone will feel welcomed, respected and valued as equal members of the school community. We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential. We will promote a culture of respect, responsibility and understanding of others. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

We will endeavour to deal with all behaviour issues quickly and appropriately before the need for intervention strategies arises – a consistent approach to behaviour management will be used throughout school by all staff.

#### **Values**

The school has developed a rights respecting culture where children know their rights and understand their responsibilities within school and society.

#### **Systems will be put in place to ensure that:**

- School is a safe, calm and caring place
- Children understand how to keep themselves and others safe
- Good behaviour and fair discipline enables effective teaching and learning
- The spiritual, cultural, mental and physical development of children is enhanced
- Respect for others and property; honesty, trust and fairness; self- respect and self-discipline are nurtured
- We listen to and follow instructions
- We work hard to prevent bullying
- We support pupils to ensure behaviour is always good – where this is not the case, systems are quickly put in place.

## **The principles behind the management of the behaviour policy**

Children have a right to learn and teachers have a right to teach. Good behaviour is a necessary condition for effective learning and teaching. Low level disruptive behaviour has an impact on a child's education. In our school, we focus on the positive, reinforcing good behaviour. Our rights, responsibilities, rewards and sanctions are shared with the children at the beginning of each term.

The management of behaviour is the responsibility of all staff. Teachers are responsible for discipline within their own classrooms.

The governing body and the parents are kept well informed in order to support our policy.

**It is essential that this policy is applied consistently throughout the school. The following table outlines the expectations of all members of the school community:**

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
To lead by example	To respect, support and care for each other both in the school and the wider community.	To be aware of and support the schools values and expectations – to support school decisions regarding behaviour, work with the school to improve behaviour.
To be consistent in dealing with pupils	To listen to others and respect their opinions.	To ensure that pupils come to school regularly, on time with the appropriate equipment.
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities.	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence.
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number.
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	
To ensure smooth transition to the next phase of education, we work with receiving schools to discuss issues.		

## **Managing Behaviour**

**Rights and Responsibilities** which pupils must follow at all times, some of which have been set by the class teacher and follow the same guidelines for each class, others have been agreed by the whole staff and are followed at breaktimes, lunchtimes etc. Working with the pupil task force we have produced a set of 'Rights and Responsibilities' that children are encouraged to understand and adhere to.

### **Our school responsibilities are:**

- To work hard, to do our best and to make the most of school – complete assigned work
- To make sure everyone is happy and do our best to help them if they are not
- To listen, to ask questions and talk to people to help our learning
- Not to distract others
- To set an example to other children, and to make everyone proud of Cockfield Primary School
- To respect everyone and value our differences
- To value our learning at school, and think about how we want to improve in future

### **Our school rights are:**

- To have rich and varied learning experiences
- To be happy and to know who can help if we aren't
- To be listened to and to be given the opportunity to ask questions and learn from different people
- Not to be distracted
- To be proud of our school
- To be respected
- To be helped to improve

**POSITIVE RECOGNITION** which pupils will receive for adhering to their responsibilities

**CONSEQUENCES** which result when pupils choose not to adhere to their responsibilities

### **POSITIVE RECOGNITION**

A shared understanding of what is expected and why this gives teachers more opportunities for praising and rewarding (i.e. positive recognition ) those children who are behaving well.

Positive recognition will:

- Encourage pupil's self-esteem
- Reduce problem behaviours
- Create a positive classroom environment
- Help to teach appropriate
- Establish positive relationships

Every day pupils and staff are expected to adhere to their responsibilities. Alongside whole school rewards, teachers can decide which form of recognition they will use to reward good behaviour.

### Methods of rewarding good behaviour

**These may vary according to the age of the pupils and any other special circumstances that may be affecting the pupil.**

Verbal praise	
Written praise	
Stickers and stamps	All staff will reward good behaviour and good work with stickers and stampers. The head teacher and Deputy head teacher also have special stickers and stamps
Merit points	Merit points are awarded for exceptional contributions/pieces of work, good behaviour – when a child receives 10 merits they will be given a certificate and a pen.
Special mentions/endeavour cup in whole school assembly	Each week teachers share good work and identify one child from each year group for the endeavour cup. A certificate will be awarded to the child in assembly.
Good/Improved behaviour	A child in each year group will be chosen each week to receive a certificate in celebration assembly, which will be linked to an improvement in behaviour/continued good behaviour.
Given a responsible job/monitors	
Top table	Children who display good manners at lunchtime will be chosen to sit on the top table in the dining hall for a period of a week – they will served first, will have a tablecloth on the table and the table will be set out for them
Treats at the end of a term/throughout the year	
Speaking to/contacting parents	
Sent to Head teacher/Deputy Head teacher to show good work/celebrate their achievements	

### CONSEQUENCES

A consequence will occur every time the pupil chooses to disrupt/misbehave

Consequences will be given in a calm, professional manner

After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour

### **The Consequences**

- **Unacceptable behaviour is identified**
- **Verbal warning – including speaking to the child about why the behaviour is unacceptable (identifying rights and responsibilities)**
- **Separation for an appropriate length of time within class**
- **Loss of privilege (teachers to use their discretion in consultation with the Head teacher – part of break time, break time, lunchtime)**
- **Letter home to parents**
- **Invitation for parents to come in to discuss behaviour with class teacher and Head teacher**
- **Setting up a behaviour book**
- **Teacher to record incidents on C Poms**
- **A more severe sanction, only to be used in extreme circumstances and for health and safety reasons would be non-participation in school trips**

### **EVERY DAY IS A FRESH START**

### **THE HEAD TEACHER WILL BE INVOLVED AT ALL STAGES**

Consequences for children who consistently misbehave should be recorded on CPoms

Misbehaviour at breaktimes and lunchtimes should be counted in the consequences.

At lunchtimes and breaktimes, poor behaviour will initially be dealt with by the member of staff on duty and reported to the class teacher. If the incident is thought to be of a serious nature it will be reported to the Headteacher/Deputy Headteacher.

### **Low Level Disruption**

Verbal warning for low level disruption, teacher must explain why the warning has been given to the child.

### **Unacceptable behaviour**

<b>Examples of unacceptable behaviour</b>	Fighting or deliberately hurting someone Destroying property Using inappropriate language Using racist or homophobic language General and prolonged unacceptable behaviour Rudeness to peers and adults
<b>Actions</b>	The behaviour will be brought to the attention of the Head teacher/Deputy Head teacher where an appropriate sanction will be decided e.g. miss playtimes, lunchtimes, behaviour book set up, miss a treat, detention, contact parents

## **Unfinished Work**

Children not completing work within the set time in class will stay in at playtime/lunchtime to complete their work.

## **Lateness to lessons**

If children are late for lessons, they will miss 5 minutes playtime.

## **School bell**

- Before school
- Playtimes
- Lunchtimes

Ring bell – children to line up in year groups

Ring bell again – children expected to be in a smart quiet line

## **Support systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school.

## **Exclusion**

### **The headteacher will;**

- Be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can make a decision to exclude a pupil
- Ensure that the policy and all procedures are in line with current legal requirements
- Ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil
- Ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- In the event of an exclusion, officially inform the pupil's parent of the period of the exclusion, or that the exclusion is permanent
- Give the reasons for exclusion
- Advise the parent that he or she may make representations about the exclusion to the governing body
- Advise the parent how and to whom his or her representations may be made
- Advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- In the case of a fixed-term exclusion, advise the parent of the date and time when the pupil should return to school

- If applicable advise the parent of any alternative education provision, including location, dates of attendance and so on
- If appropriate, advise the parent of the date, time and details of the reintegration interview
- Ensure that suitable full-time education is arranged for exclude pupils from the sixth school day of any fixed-period exclusion
- Notify within a school day both the LA and the governing body of the details of the exclusion, including the reason for it
- Arrange a reintegration interview with parents following the expiry of any fixed-term exclusion. The interview will be conducted by the Headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour

**The governing body will:**

- Promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them
- Review the Headteacher's exclusion decisions
- Dismiss exclusions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaints procedure
- Receive training to equip themselves to discharge their duties properly
- Consider whether to establish a discipline committee. If so it will consist of at least 3 members. The Headteacher may not be a member.
- Ensure all exclusion meetings are clerked
- Meet to consider the circumstances in which the pupil was excluded, consider representations made by the parent, LA, consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated
- Delegate power to the Headteacher to use reasonable force when absolutely necessary
- Delegate power to the Headteacher to search pupils if it is felt necessary
- Decide when it will be necessary to work with other local agencies/parents to assess the needs of pupils who display continuous disruptive behaviour

**Malicious allegations (see allegations of abuse against staff policy)**

The latest legislation and any changes in government policy will be followed at all times and the school policy will be updated as required.

The Headteacher will report to the governors on behaviour incidents as part of the Headteacher's report to the Governors. The policy will be evaluated annually.

