



Cockfield Primary School

Care, believe, achieve together!

Cockfield Primary School

Behaviour Policy

Adopted by Governing Body: June 2022
Date of review: Sept 23

Cockfield Primary School Behaviour Policy

Ethos

At Cockfield Primary School everyone will feel welcomed, respected and valued as equal members of the school community. Our behaviour policy and guidelines will endorse and promote the sense of value of each individual and for each other.

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.

Statutory Duty of the School

The Head teacher and the Governing body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

Aims

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and shows positive regard for others. This is achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Ensuring pupils feel they are important and valued as individuals and that they are appreciated
- Praising children for their achievements
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect

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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:

Staff and Governors	Pupils	Parents
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 school's 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.		

Positive Reinforcement

Our emphasis is on the reinforcement of good behaviour and positive behaviour management. We believe that praise has a motivational role helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort. The school employs a variety of reward systems:

- Stickers
- Dojo Points
- Praise Pad Sheets
- Star of the week
- Head Teacher's Award
- Sharing good work with the Head teacher or adult of their choice
- Other in class rewards

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School Rules

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with classes each year and constantly referred to.

They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Sanctions and support for poor behaviour

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features

- Consequences are given in a calm, professional manner
- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour

Making poor choices with behaviour will result in:

- Reminder of how to behave
- Warning
- Moved to a seat away from the group
- Removal from class/situation – sent to a neighbouring class to work
- Time out
- Loss of privileges
- Involvement Head/Deputy HT – parents will be informed and privileges maybe lost
- Letter home
- Communication book to monitor behaviour
- Exclusion – as a last resort

Reflection Sheet

Children will complete an age appropriate reflection sheets when sent to DHT or Headteacher.

The aim of this form is for children who do not follow our rules and school values to:

Reflect - repair - review

Reflect on their actions/behaviour

Repair the damage their behaviour has caused

Review what they could do in future so that they do not repeat the same behaviour.

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EVERY DAY IS A FRESH START

- 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.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Pupils with Special Educational Needs/Disabilities – making reasonable adjustments The Equality Act 2010 requires schools to ensure children with SEND are not treated unfavourably because of a reason arising as a consequence of their special education need/disability and to make adjustments to ensure they can access all the benefits of their education. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs. Like all children, children with SEND display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their special educational need/disability or as a consequence of a lack of reasonable adjustments made to accommodate them. Whatever the case, if a child with SEND is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them – this duty is anticipatory. The fact that a child has a special educational need/disability does not mean they should never be disciplined, but rather the behaviour and discipline policies should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers they face.

Additional support

A small percentage of our pupils need additional support to improve their behaviour. This includes pupils whose behaviour is the main presenting problem and also pupils on the autistic spectrum or with mental health problems.

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

- Within school the SENCO may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom and in writing a behaviour support plan.
- Teachers may monitor behaviour using a behaviour chart. These highlight areas giving cause for concern. We may also use a home school diary so that children can start to understand that home and school work together to solve problems.
- It may be necessary in some cases to request advice from the Social, Emotional and Mental Health Issues SEND Inclusion Team, Crisis Response or the Educational Psychologist and so use his/her expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required. (In some cases exclusion may be considered.)
- The SENCO will liaise with staff, parents and external agencies to establish if a child's name needs to be added to the Special Educational Needs register
- Other expert advice may come from EWO/Social worker or Police.
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ

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the 'Team Teach' techniques in order to physically remove the child to another setting. Decisions to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents.

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 school's safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school.

Suspensions and Expulsions

Only the Head Teacher has the power to exclude a pupil from school. Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the Governing Body about all expulsions, and suspensions immediately.

The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher.

The Governing Body has a Discipline Committee which is made up of between three and five members. This committee considers any expulsion appeals on behalf of the governors. When an appeals panel meets to consider an expulsion, they consider the circumstances in which the pupil was expelled, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Procedures following an Expulsion

It is the responsibility of the school during the first 5 days of an expulsion to ensure that work is sent home for the pupil to complete. During these initial 5 days of expulsion the parents of the expelled pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of an expulsion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.

Procedures following a Suspension Suspensions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the suspended pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Suspensions for 6 consecutive days or longer – the school has a duty to arrange suitable full-time educational provision from and including the 6th day of the suspension. If arrangements have been made with another local Primary School.

Behaviour Outside of School

If a pupil is not on school premises/not in the charge of school staff, but is either travelling to/from school or involved in an incident of violence/aggression as a direct result of a threat made in school/incident in school, they will be dealt with in accordance with the school behaviour and discipline policy which may result in an exclusion. We work closely with the police and will support them fully in any investigations about incidents which take place

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outside of school hours. Parents will be asked to be present if a child requires to be formally interviewed by the police.

Power to Search Pupils for Weapons

The Law states that the Violent Crime Reduction Act 2006, inserted into the Education Act 1996, makes it lawful for certain school staff, in this context the Headteacher, to search suspected pupils for knives or other weapons without consent. Power to Search pupils will be in line with Dfe Advice July 2013: Use of Reasonable Force pg 6.

Safe Touch

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. This section should also be viewed in conjunction with the school's intimate care and toileting policy and in conjunction with Dfe Advice July 2013: The decision to physically intervene will always be a last resort solution to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Missing play times Internal Isolation Suspension Expulsion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

Responding to a report Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

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.

Review

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.

Policy to work in conjunction with the Anti-bullying policy, E Safety Policy and Respectful

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Relationships Policy.

It is in line with the Education and Inspection Act 2006, Section 89 and works in conjunction with the Department for Education Advice document: Behaviour and Discipline in Schools January 2016

'If you want to change a child's behaviour, you must connect before you can correct!'



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Our School Rules

- Be kind
- Follow instructions
- Keep hands and feet to yourself
- Move sensibly and calmly around school



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Rewards

- Stickers
- Dojo Points
- Praise Pad Sheets
- Star of the week
- Head Teacher's Award
- Sharing good work with the Head teacher or adult of their choice
- Other in class rewards



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Consequences

- Reminder of how to behave
- Warning
- Moved to a seat away from the group
- Removal from class/situation – sent to a neighbouring class to work
- Loss of privileges
- Involvement Head/Deputy HT – *parents will be informed and privileges may be lost*
- Letter home
- Communication book to monitor behaviour
- Exclusion

**Time out (EYFS / KS1/KS2 playtimes)*