



Cockwood Primary School

Behaviour Policy

(in conjunction with the written statement of behaviour principles Autumn 2019)

November 2019

Vision and aims of this policy

Our vision is to provide a safe, creative and nurturing environment where all individual needs are met and our pupils gain the tools with which to start their journey as lifelong learners. We want to work together with parents, teachers and community members, actively involving them in our children's learning and development. We strive to promote positive behaviour in and out of school, which enables children to make positive choices. We want to provide a framework of expectations within the school community and are aiming to encourage a shared responsibility between home and school for the positive management and modelling of good behaviour. We aim to provide a clear structure for rewards and sanctions to manage behaviour consistently across the school.

For all children:

- To consider the rights and views of others
- To respect their own and others' property
- To develop a responsible and co-operative attitude towards their learning tasks
- To achieve their own potential in academic achievement
- To take pride in their efforts and achievements

Rationale

At Cockwood Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of

race, gender, religion or disability, with Equal Opportunities for all. This policy is designed to meet the following requirements:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete all tasks set;

This policy is publicised on the school website but alongside this, all staff will work on these principles with their pupils once a year, and all parents will receive an email copy annually.

How did we arrive at this policy?

A working group of staff, parents, governors and pupils consulted on this policy and formulated it together.

Links with other policies

Our Behaviour Policy underpins the working of the school. There are links with other policies - Equality, Health and Safety, Attendance, Special Educational Needs and Disability, Anti-Bullying, PSHE, Outdoor Education and Visits, Safeguarding and Child Protection, Confidentiality, Sex and Relationships, Drugs Education and E-Safety.

Key Principles

We strive to help our children establish regular attendance and good behaviour from the start, involving parents in the process.

Early intervention

We believe in early intervention where there is poor behaviour, or unexplained absence, in order to help our children adapt to the rules and routines of school life.

Rewarding achievements

Teaching and non-teaching staff all need to be involved in the day to day monitoring and implementation of the behaviour policy. Teachers, classroom assistants, governors, pupils, parents, administrative staff, mealtime assistants and caretakers are all needed to operate a whole school approach.

We are committed to:

- Respecting children and adults as individuals;
- Promoting a sense of belonging to the school community;
- Recognising the importance of different cultures, abilities and backgrounds and offering equal opportunities;
- Developing strategies to eliminate undesirable behaviour;
- Working as a team and supporting one another;

House System

Each child can earn house points for effort made towards good behaviour, being polite, courteous, or working cooperatively. All of the children throughout the school are working towards these to support their house. This coincides with individual rewards for each class where a sticker, stamp or star may be awarded for good work or improved effort. These go towards individual certificates and prizes for 20, 50 and 80 house points. Every term there is a house competition and pupils will be rewarded for kindness, cooperation, teamwork good behaviour. A trophy is awarded at the end of the term for the winning house.

At lunchtimes Staff can award pupils with house points if they have been well behaved or if they have supported younger pupils. Staff communicate this verbally to the class teacher or use the Behaviour Reward system on School Pupil Tracker.

Postcards

The class teacher awards postcards on a weekly basis to children who have worked well across the week or demonstrated good behaviour. These are presented to the children in the weekly celebrations assembly.

Always Club

3 pupils a term are selected for a special reward if they are always well behaved, try hard, are polite etc. This could be a trip to a special venue.

Lunchtimes

Along with house points, pupils can be awarded certificates by the lunch play leaders if they have played particularly well. Across the course of a term, the

lunchtime staff can select children who have been very well behaved to help choose play equipment for the playground.

Headteacher's sticker

If a child does an outstanding piece of work, or has shown excellent behaviour, they can be sent to the Headteacher for praise and a sticker

Accelerated Reader Celebrations

Each class rewards pupils on a half termly basis if they reach their individual target for reading.

Platinum Award

Every term, the pupils who have made the most progress academically/or behaviourally are awarded a platinum award. This is a special award for long term high achievement and where possible these are presented in assemblies where parents are invited to attend.

Subject Effort Awards

Each term 3 pupils in every class will be awarded for making outstanding levels of effort in Reading, Writing and Maths. They will receive a prize in the celebrations assembly at the end of each term.

Attendance Awards

Pupils who achieve 100% attendance every term receive a certificate. If a child has 100% across the year they are awarded with a book voucher.

Helen Foundation Award

This is awarded annually to the pupil who has been exceptional within the Arts - drama, singing, music, art.

Supporting behaviour management

We work as a team, in close liaison with outside agencies in supporting pupils who have specific behaviour problems.

Working with parents

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of the issues. We hope that parents will support the school in ensuring that the behaviour of our pupils is positive.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour.

The majority of pupils behave well and are a credit to themselves, their parents and the school. Pupils who have received awards such as the attendance award or the platinum award are recognised in the monthly newsletter.

The SENDCo will work alongside parents and pupils to formulate behaviour targets if a child has additional needs. These targets are shared with staff and reviewed half termly.

In some cases the Headteacher will work alongside a child and short term targets are put in place to be monitored daily. These targets are shared with parents and copies of any reward or monitoring timetables are sent home each day for parents to comment on.

Pupil support

All new children to the school are assigned a 'buddy' who is there to help them in their first year. For our new Reception pupils, they are given a 'buddy' from Year's 5 and 6. Pupils are trained annually as playleaders (Dartmoor School Sports Partnership programme) who assist children with sensible playground games at play time and lunch time.

A selection of pupils are also trained as Mental Health Ambassadors, who take on the role of promoting good mental health within the school.

The School Council also take an active role in listening to the needs of the pupils, supporting them in and out of class, alongside the Head Boy and Head

Girl. The School Council meet weekly and feed back to the Headteacher on a regular basis.

Managing transition

Where there is a need for an enhanced transition between classes or feeder schools, the Cockwood Team will support pupils with this, by travelling to other settings, creating bespoke transition timetables, having additional meetings with other key workers and parents.

In order to achieve our aims

All staff should:

- Follow the hierarchy of rewards and sanctions
- Remind children that they are responsible for their behaviour
- Work in partnership with parents in dealing with behavioural issues
- Act as a role model for desired behaviour, treating all adults and children with respect
- Ensure that every child has work appropriate to his/her level of ability
- Be consistent as far as possible in the use of rules and sanctions
- Receive updated training to support the delivery of positive behaviour strategies
- Consider the needs of all children on a day to day basis within the classroom and try to ensure that all pupils can thrive as individuals
- Ensure good classroom routines and boundaries are positively reinforced
- Ask for support from the Headteacher and other senior staff where there are concerns around particular children or groups of pupils

Parents should:

- Support the school's hierarchy of rewards and sanctions
- Help the children understand the rules and the need for them
- Work in partnership with the school to promote high standards of behaviour at all times
- Ensure that their child attends school regularly/punctually and notify the school for reasons for absence

- Agree to use social networking sites responsibly and respectfully to support the school and encourage their child to use the internet and e-mail safely (minimum age for Facebook is 13 years)

Governors should:

- Be aware of the behaviour policy and understand the school's expectations with regard to behaviour
- Support the school's hierarchy of rewards and sanctions
- Monitor and evaluate the impact of this policy throughout the academic year

Sanctions for inappropriate behaviour

Children are always encouraged to make good decisions. At Cockwood we try to adopt a consistent approach to how we deal with disruptive behaviour, focusing on pupils making good, well informed choices. At each point, pupils who are making the wrong decisions in terms of their behaviour, are reminded that they must not distract the learning of other children.

All class teachers have a class behaviour log book which they keep as a record of incidents in the classroom, especially those that are persistent or of a serious nature. This record contains comments about incidents outlining what has happened, who the pupils were, when and where it occurred and any outcomes of interventions.

At lunchtime, the staff on duty complete a record in the lunchtime behaviour book. Lunch staff will liaise with class teachers if a child has not behaved appropriately. If further action is necessary, the Classteacher or in some cases the Headteacher will put interventions in place or telephone parents on that day where possible.

The Headteacher records all serious incidents and behaviour in a behaviour book in the school office. All bullying incidents are collected in a separate log, also kept in the school office.

Below is a guide to the types of behaviour not acceptable:-

Low level	Moderate	Serious
<ul style="list-style-type: none"> • Comments back in response to an instruction • Slow to follow instructions, deliberate delay • Moving around when seated on the carpet • Not completing work and consistently off task • Late to class between activities • Wandering around the class for no real reason • Particularly noisy - not modulating loud voice • Unkind comments • Unwanted contact (eg. Leaning on others) • Lining up noisily or not appropriately • Playing unsafely in the playground 	<ul style="list-style-type: none"> • Distracting others (eg. consistently shouting out) • Using offensive words and language • Over physical with consequences • Refusal to cooperate • Vandalism/graffiti (small scale) 	<ul style="list-style-type: none"> • Vandalism leading to damage to property • Stealing • Threatening/aggressive behaviour • Fighting • Bringing into school inappropriate objects of a serious nature • Bullying • Continued refusal to cooperate with senior staff • Leaving the site without permission • Making a malicious accusation about a member of staff • Racist incident

The Headteacher will review behaviour logs on a regular basis with staff. Context is important: age of child, issues in school and out may need to be considered. One off incidents that may be unusual compared to a child's usual pattern of behaviour may also have a bearing.

(See Appendix 1 for the hierarchy of sanctions applied for poor behaviour in the classroom and Appendix 2 for the sanctions at lunchtime/breaktime)

If a pupil makes a malicious comment against a member of school staff this will be taken very seriously by the school. The school may consider whether to apply an appropriate sanction, which in a serious case could include temporary or permanent exclusion.

When poor behaviour is identified, sanctions will be implemented consistently and fairly. Some of the measures the school may adopt could include the following:

- A verbal reprimand;
- Extra work set or repeating unsatisfactory work which then meets the required standard;
- Loss of privileges - for instance the loss of a responsibility such as being a member of the school council or not being able to participate in an after school club;
- Missing break or lunch time;
- School based task such as tidying the classroom;
- Pupil may be taught in other area away from their peers, such as on the Class 2 Mezzanine or in the upstairs office. This would be for a limited time. If a child is spending time out of class in these areas then the class teacher will ensure that staff such as teaching assistants will check on their welfare if they are not able to do this themselves. If a child is removed from class the class teacher is responsible for informing parents and in more serious situations, the Headteacher will do this. If this occurs across a lunch period then staff will ensure that the pupil has access to go to the toilet and will have their lunch. The class teacher will

also try to ensure that the pupil receives some fresh air during the afternoon of they miss their entire lunch.

- In extreme cases the school may use temporary or permanent exclusion.

Communication with parents is vital, so the school welcomes their involvement in supporting their child. If a parent has a different view on appropriate sanctions, a meeting will be held with the Headteacher in the first instance. If there is still a lack of agreement, then the parent can contact the Chair of the Governing Board and request a meeting with them to discuss this further. If there is a lack of agreement with regards to a permanent exclusion, then the process for appeal can be found within the exclusion guidance on the Cockwood School website.

Power to use reasonable force

Members of school staff receive PIPS training (Passive Intervention and Prevention Strategies) and will use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in the class. All incidences where this is used will be logged by the class teacher and both parents and the Headteacher will be informed.

School staff may also use reasonable force if necessary if there is a need to conduct a search without consent. The following items may warrant a search without consent: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that could have been used to commit an offence or any item banned by the school rules.

The Headteacher may confiscate a particular item and return it to parents after a period of time, designated by the Headteacher. Any serious items will be handed over to the police.

Racist Incidents

Racist incidents are taken very seriously at Cockwood. Any incidents are recorded by the Headteacher and are reported to the Local Authority. Repeated racist incidents or a single serious incident may lead to an exclusion, and this could be permanent (see Exclusion Policy).

Multi-agency meetings

If a child in an extreme case reaches the level of fixed-term exclusion, it is likely that they fall into the category of having a high-level of need. At this point (or before) it may be appropriate to call a professional's meeting to discuss alternative strategies that might be used.

The people who could be called to this meeting may include: the Headteacher, the Classteacher, a TA involved with the children already in nurture or as part of behaviour provision, a member of the relevant external agencies (social services, health service, Educational Psychologist) and/or a representative from the LEA. The outcome of this meeting should be discussed by the Headteacher with the parent of the child and the child themselves. A review date should also be set.

Beyond the school gates

The rewards and sanctions apply not only in school but also when a pupil is representing the school during and beyond school hours within the care of the school. This may include when pupils are on a school trip or if a child is competing in a school based event off site.

Where there is an incidence of inappropriate behaviour out of school (and not representing the school) we may intervene where appropriate in order to minimise the negative impact felt within the school. We seek to work with parents, members of the community including our PCSO (Police Community Support Officer) to achieve this if necessary.

Strategies to support inclusion

We have a range of support mechanisms to support the inclusion of pupils with emotional/behavioural difficulties and enable their access to the national curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

These include:-

- Anger management strategies
- Targets formulated to support pupil behaviour
- Educational Psychologist referral
- Pastoral Support Plans
- Regular meetings with parents

- Support from County Behaviour Team
- Thrive type support from trained in-school practitioners
- Mindfulness sessions
- Lego therapy

Within this policy we recognise that some pupils have additional needs and therefore find school routines and expectations more difficult. Where sanctions are to be applied, the school will take into account the needs of each individual, and assess the support the school has provided for that pupil in the lead up to, and after, any instances of poor behaviour.

The school recognises its legal duties under the Equality Act 2010 to support pupils with special educational needs. A record of all behaviour incidents is kept, assessed and any patterns noted and shared with key governors.

Pastoral care for staff, professional development and malicious allegations

Where a pupil makes an accusation against a member of staff or other adult/volunteer and that accusation is shown to be malicious, the Headteacher will apply a sanction in accordance with this policy.

The Headteacher will also consider the pastoral needs of the staff member/volunteer/governor accused of misconduct.

All staff will have access to support and training to improve their practice.

Within the school's child protection and safeguarding policy, there is information relating to the support offered to pupils if an allegation is made.

Monitoring of this policy

The Governor for Behaviour, along with the Headteacher will monitor the effectiveness of this policy, through learning walks, formal classroom observations, analysis of reports from outside agencies and informal meetings with pupils, to include discussions with the School Council. This information will be reported back to the Full Governing Board.

Headteacher

Chair of Governors



Appendix 1

Sanctions in the classroom

1. A quiet signal or reminder to the child that behaviour needs to be adjusted
2. A verbal warning reminds the child that their behaviour is still not appropriate
3. A further warning is given and the child must sit on their own in the classroom to reflect on their attitude
4. If poor behaviour continues the child is sent to another class for a period of time. Behaviour is logged in the class behaviour book and parents are contacted by the Classteacher
5. If pupil continues to exhibit negative behaviour, the child is sent to a Senior Teacher (Mrs Watts, Mrs Hilliard, Mrs Roper) and parents are asked to attend a meeting. Behaviour is logged in the Headteacher's behaviour book
6. If behaviour still doesn't improve, then the pupil is sent to the Headteacher.
7. If the incident is deemed as serious then the pupil is sent straight to the Headteacher and parents are asked to attend a meeting
8. If the Headteacher deems the incident very serious the child may face a fixed term exclusion or in very serious cases a permanent exclusion (See Exclusion Guidance)



Appendix 2

Sanctions at lunchtime

1. A verbal warning given and pupil asked to adjust their behaviour
2. Second warning given and pupil sent to Timeout on the bench (5-10 min)
3. If inappropriate behaviour continues, the pupil is sent into school to be supervised by an adult (either by a member of staff working in their classroom or the child has to sit on the Class 3 mezzanine). Behaviour logged in lunchtime behaviour book. Parents informed by the Classteacher.
4. More moderate/serious behaviour or persistent low level behaviour - the child is sent to a Senior Teacher (Mrs Watts, Mrs Roper, Mrs Hilliard) who will inform parents and log behaviour in the Headteacher behaviour log.
5. Very serious behaviour/repeated moderate behaviour - child is sent to Headteacher and parents asked to attend a meeting
6. Extreme/very serious behaviour may lead to an exclusion (see Exclusions Guidance)