



Cockwood Primary School

Behaviour Policy

(in conjunction with the written statement of behaviour principles Summer 2021)

June 2023

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 there are updates/reminders in the monthly newsletter during the academic year.

How did we arrive at this policy?

A working group of staff, parents, governors and pupils consulted on this policy and formulated it together. Latest update and consultation with pupils, June 2023.

Links with other policies

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

[We have a separate Anti-Bullying Policy which works alongside this policy.](#)

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 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 add house points directly to class charts.

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 completes an outstanding piece of work, or has shown excellent behaviour, they can be sent to the Head of School 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 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 Head of School 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.

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 regularly and feed back to the Head of School.

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 Head of School 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. The school provides regular parent guides to support them with this.

Governors should:

- Be aware of the Behaviour Policy and understand the school's expectations regarding 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 members of staff log incidents on CPOMS (Child Protection Online Management System), and actions are put in place where necessary. Senior leaders can monitor CPOMS to support pupils and staff in addressing concerns around behaviour. All new staff are trained on CPOMS when they join the school, and all types of incidents are logged onto this system and actioned quickly.

At lunchtime, the staff on duty will log incidents on CPOMS and will liaise closely with classteachers if a child has not behaved appropriately. If further action is necessary, the Classteacher or in some cases the Head of School will put interventions in place or telephone parents on that day where possible. For more serious incidents, the Executive Headteacher will contact parents and ask them to come into school to discuss their child's behaviour.

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 (e.g. Leaning on others) • Lining up noisily or not appropriately • Playing unsafely in the playground 	<ul style="list-style-type: none"> • Distracting others (e.g. 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

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The Head of School and Executive Headteacher will review behaviour logs on a regular basis with staff. Context is important: age of child, issues in school and outside 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/break time)

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 a 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 lunchtime;
- School based task such as tidying the classroom;
- Pupil may be taught in other areas away from their peers, such as in another classroom or in one of the intervention rooms. This would be for a limited time. If a child is spending time out of class in these areas then the Classteacher 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 Classteacher is responsible for informing parents and in more serious situations, the Head of School or Executive 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 Classteacher will also try to ensure that the pupil receives some fresh air during the afternoon if they miss their entire lunch.

- In extreme cases the school may use suspension or permanent exclusion (see policy).

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 Head of School in the first instance. If there is still a lack of agreement, then the parent can contact the Executive Headteacher and then 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 Primary School website.

Power to use reasonable force

Members of school staff receive PIPS training (Passive Intervention and Prevention Strategies) where necessary 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 Classteacher and both parents, the Head of School and the Executive 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 Head of School may confiscate a particular item and return it to parents after a period of time, designated by the Executive 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 Executive 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 suspension (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 Executive Headteacher, the Head of School, the Classteacher, a TA involved with the child 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 Executive 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 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 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
- 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.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties are:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies and practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan

The provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned taking into account reasonable adjustments.

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 Executive Headteacher will apply a sanction in accordance with this policy.

The Executive 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 Executive Headteacher and Head of School 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.

Executive Headteacher

Chair of Governors

Policy adopted Spring 2013 Policy reviewed Summer 2023 Policy to be reviewed Summer 2024



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 on CPOMS and parents are contacted by the Classteacher
5. If the pupil continues to exhibit negative behaviour, the child is sent to a Senior Teacher (Mrs Watts) and parents are asked to attend a meeting. Behaviour is logged on CPOMS
6. If behaviour still doesn't improve, then the pupil is sent to the Head of School.
7. If the incident is deemed as serious then the pupil is sent straight to the Head of School and parents are asked to attend a meeting. The Executive Headteacher will be informed and may also attend a meeting with parents.
8. If the Executive Headteacher deems the incident very serious the child may face a suspension (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 in an intervention room where they can be checked regularly by a member of staff). Behaviour logged on CPOMS. 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) who will inform parents and log behaviour on CPOMS.
5. Very serious behaviour/repeated moderate behaviour - child is sent to Head of School and parents asked to attend a meeting. The Executive Headteacher will be informed and may also attend the meeting with parents.
6. Extreme/very serious behaviour may lead to an exclusion (see Exclusions Guidance)