



## Behaviour Policy

|                              | <b>Name</b>      | <b>Signature</b> | <b>Date</b>                |
|------------------------------|------------------|------------------|----------------------------|
| Headteacher's Approval       | Caroline Stewart |                  | 29 <sup>th</sup> June 2015 |
| Chair of Governors' Approval | Sam Tipler       |                  |                            |
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### Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

| <b>Version</b> | <b>Date</b> | <b>Description of Change</b> | <b>Changed By</b> |
|----------------|-------------|------------------------------|-------------------|
| 1              | June 2014   | Written and implemented      | CS                |
| 2              | June 2015   | Amended slightly             | CS / CE           |
|                |             |                              |                   |
|                |             |                              |                   |



## Behaviour Policy

### Aims

Each and every child deserves an excellent education, which enable them to reach their full potential. To ensure this, pupils need an environment which is stimulating, provides challenge, nurtures and is safe. High expectations of learning and behaviour should be observed at every point, so that every pupil has the tools to consistently display effective learning. Therefore the staff and Governors of Cogenhoe Primary School have high expectations of behaviour and fundamentally support a positive approach which encourages all pupils and establishes mutual respect.

At Cogenhoe Primary School, we promote the highest levels of citizenship so that all our children can go forward with an independent joy of learning and a tolerant appreciation of others that will serve them for life. This is important to our school and therefore the school's core values are at the heart of everything we do. All stakeholders use these as the foundation for life at the school; they promote and ensure that our pupils will make a positive contribution to society. Through these values, pupils are taught resilience, respect and tolerance; they learn how to make the right choices.

### Working with Parents

From the outset, we establish effective relationships with parents, as we recognise the crucial role that they play in securing their child as future positive role models for society. Due to this, when a child enters our school, we ensure that their parents are fully aware of our high expectations with regards to behaviour. As a consequence, all pupils who are new to the school and their parents/guardians sign the behaviour agreement.

### Positive Behaviour at Cogenhoe Primary School

To ensure our pupils are treated positively and behave well, we...

- Provide a rich and varied curriculum which engages and motivates all pupils to learn.
- Ensure that teaching is tailored to the needs of different learners, therefore providing support and challenge for all.
- Develop effective relationships with all pupils, which are built on mutual respect
- Continually praise all children wherever possible to give them greater encouragement and a renewed sense of confidence.

- Strengthen links with parents, so that pupils can continue to be praised for their efforts at home and supported with sanctions when necessary.
- Building confidence, by producing presentations and quality displays that demonstrate pupil's achievements.
- Holding celebration assemblies on a regular basis to value the achievement and contributions of all pupils in and outside of school.
- Ensuring behaviour expectations are consistent throughout the school and that systems are adhered to, so that every child has the recognition they deserve.

When dealing with behaviour at our school, we always discuss the 'choices' that the person has ultimately made, so that we can secure their understanding and avoid further issues. As a consequence, we adopt a consistent approach across the school, which is shared with all pupils. The 'Consequences' are displayed in all classrooms. These can be found in Appendix 1.

Children are on a learning journey and will ultimately make the wrong choices before they become adults. Therefore, as a school we ensure that the following is always adhered to, so that pupils are fully supported in their journey.

- We always see the positive and relate to all pupils in a calm and quiet manner.
- We listen to all children; we appreciate their fears and challenges so that we can understand their actions and support them.
- We treat every incident separately and deal with the facts; not our own opinions.
- In every situation, we are consistent and treat everyone with courtesy.
- We continually look for the positive and show that we care.
- We do not humiliate children under any circumstances.
- When an incident occurs, we do not give them extra work as a punishment.
- We always work with parents / guardians to secure the best outcome for the pupils.
- We recognise that pupils have a curriculum entitlement and therefore never insist that a child is not involved in an area of their learning.
- We never use corporal punishment under any circumstances.

### Reward System

At our school, we believe in rewarding the positive. By doing this we are supporting the school community by consistently rewarding pupils who demonstrate our high expectations. In addition, to ensure that we can engage with parents and work in partnership with them, we utilise a system that enables parents to be celebrate their children's successes. Our reward system across the school is consistent, so that all stakeholders are aware of how to achieve success.

We reward pupils for...

- Giving their best and working hard
- For going that 'extra mile' for example going above and beyond in a homework project.
- For being courteous to others
- For going above and beyond our high expectations

How we reward our pupils

When being rewarded for one of the previous statements, our pupils will be given a star sticker, which will also be added to their personal card in their classroom. For every ten stickers, they will receive a large sticker, so that their achievement can be celebrated at home.

Once a child has ten stars they will then be called into Celebration Assembly, which takes place once a week. During this assembly their achievement will be shared and they will receive a bronze, silver or gold star badge for the following milestones.

**Bronze - 30 stars**

**Silver - 60 stars**

**Gold- 100 stars**

As a school we recognise the importance of individual achievement and also the importance of working together as a team. Therefore, every child in the school will be part of one of the four house teams. The house teams will also provide further support for team sports and in house competitions such as sports days.

Due to our positive approach to behaviour, once a child has achieved a reward this cannot be taken away from them.

### Expectations of Behaviour

We are proud of our school and the children are strength. This is because; we only ever have the highest expectations of all our pupils.

At Cogenhoe Primary School, we expect...

- Our pupils to be courteous and polite to others at all times whether at school or in the wider community.
- To continually ensure they uphold the core values in everything they do.
- Persevere with every aspect of their school life in a positive way.
- Continually display respect for others regardless of race, opinion, culture or beliefs.
- To listen and respect the opinion of others, so that everyone has a voice.
- To demonstrate respect for the school, it's property and grounds.
- Parents to be supportive of the school and its decisions, so that we work as a team to secure the best outcome for all pupils.

To ensure all pupils are consistently aware of our high expectations, we ensure that we continually promote positive behaviour through continually reminding our children of our core values. In class discussion, we discuss how we can support our peers to make the right choices in school and in the wider community.

We continually remind our pupils of these key messages, through Personal, Social and Health Education & Citizenship (PSHE), thematic assemblies, individual, group and whole class discussions. In addition, Circle Time is used throughout the school, to teach, practise and reinforce whole school expectations and to address current issues within the class when necessary and at an age appropriate level.

### Unacceptable Behaviour

At Cogenhoe Primary School, we believe the following behaviours are unacceptable

- Fighting
- Disruption of learning for others, which has a negative impact on the progress of others.
- Displays of inappropriate behaviour such as sexual or violence
- Swearing, spitting, name calling and insults.
- Shouting
- Verbal abuse
- Possession of an offensive or lethal weapon in school, be it real or imitation, such as a knife or gun
- Possession of an illegal substance

At our school, we work hard to ensure that these behaviours are not displayed, however when incidents involving these do occur the following procedures are adhered to.

#### Phase 1 (Teacher)

**Minor incidents – Talking out of turn, hindering the work of others and lack of effort during class.**

The teacher should remind the child of the values of Cogenhoe and making the right choices. The situation should be monitored and if the behaviour continues, parents should be informed so they can be fully supportive. Consequences should be adhered to; therefore pupils may lose part of their playtime

If there is an issue involving a child, which is low level disruptive behaviour such as calling out or minor issues at lunch time, then the teacher should initially begin investigations. The teacher should discuss the incident with each individual child involved and look for witnesses, before reaching a conclusion. To ensure the best outcome for our children it may be necessary to inform the parents. If this occurs, then a parental visit form must be filled in

and given to the Headteacher. Any actions will then be suggested and the form will be stored in the child's folder as a record. Following our consequences, it may be agreed with the Headteacher that the child needs to lose part of or a series of playtimes including lunchtimes.

### Phase 2

Repeat of behaviour incident, poor attitude, continual disruption of learning, not following adult instructions, rough behaviour and play fighting.

Procedures in Phase One should be followed and the incident should be investigated thoroughly. The class teacher will inform the parents; however, the Headteacher or Senior Teacher should also be informed and may discuss the behaviour of the pupil with the parents to gain their support. The Headteacher/ Senior Teacher may also implement a behaviour chart to strengthen links with home and monitor the behaviour of the pupil. This will always be completed in a positive manner, so that clear expectations are given and rewards sanctioned for positive behaviour.

### Phase 3

Persistent disruption; poor behaviour; aggressive behaviour; bullying; persistent refusal to comply; temper tantrums; minor damage to property and equipment.

If the child is referred again, then the matter is reported to the Headteacher. A telephone call is made to the parents informing them of the situation and inviting them to visit the school for a discussion. All information is documented including agreed actions, which are then put into place and monitored. A pastoral support plan may be set up in consultation with the SENCo, parents and child. In addition, where it is appropriate, the school may consider seeking support from appropriate external professionals or agencies if appropriate.

### Phase 4

Continual of Phase 3, however provision is having little effect.

If the unacceptable behaviour continues and it seems that the support plan is having little effect, the child will go on report to the Headteacher. The child will be given clear targets as to what is expected of them and these will be monitored by the Headteacher or Senior Teacher in her absence at the end of every lesson. If the disruption is impacting on the learning of others, then the Headteacher may feel it is appropriate for the child to undertake part of their learning outside the classroom. Following the end of the report period the child will go on to a daily report before the sanction is removed. The report will be sent home every day and parents will be expected to be supportive of the school. As in Phase Three, the support of outside agencies and other external professionals may be sought.

### Phase 5

Behaviour has not improved

If a child continues to behave in an unacceptable manner, the child's provision will again be reviewed and the parents will be contacted.

When the choices of another are impacting on their peers, an internal exclusion may be given for a fixed period. This would mean that the child would complete their learning outside the school office in the library. However, if the child's behaviour relates to their provision, i.e. SEN the school would consider a more appropriate, reduced timetable for that child. This would mean that for a fixed period the child would only attend school on a part-time basis in order for the school to better meet their needs. In this instance, the Headteacher would consider how long this arrangement would be, but it is worth noting that in other schools this arrangement has lasted for a term or longer. The length of these arrangements will be adapted to the needs of the individual and would need to be appropriate, as the school recognises that everybody has a right to an education. If this sanction is used on a repeated basis, the school and the parents need to reflect on whether Cogenhoe Primary School can support the child's needs effectively.

### Phase 6

The behaviour of the child / children is causing serious distress to others and is not improving, despite actions being implemented effectively.

In this instance the school would adopt the policies of the Government and LEA

At Cogenhoe Primary School, exclusion for a fixed period is the last resort. When an exclusion takes place, a reintegration meeting must take place with the parents, before the child is allowed back into the school. Both the Headteacher and Senior Teacher will be involved in this meeting with parents. In addition the Governors will be informed, as parents have a right to appeal the decision.

If a child participates in an extreme breach of the behaviour agreement, the Headteacher has the right to move straight to Phase Six. This may be a result of one of the following incidents taking place.

- Severe verbal or physical abuse to a child or adult which results in injury
- Other children in the class or school do not feel safe due to the act of another, whether it be physical, verbal or sexual.
- Severe and persistent temper explosions, which affect the learning of others and their right to feel safe.
- Severe non-accidental damage to property and equipment.

There may be times, when it is felt that it would be inappropriate for a child to continue at the Cogenhoe Primary School. This could be, because the welfare of the child is at stake or because the well-being of the child and their peers cannot be guaranteed. In such instances, the Headteacher would suggest the possibility of a managed move to the parents. This may be suggested because a managed move to another school would enable the pupil to have a

fresh start. This would always be done with the full co-operation of all parties involved, including parents and governors. Once the notion is agreed, the protocol of the LEA would be adhered to and Admissions contacted.

### Lunchtimes

At lunchtimes, the pupils are supervised by the midday supervisors. However, teaching staff support supervisors to ensure the same levels of high expectations at lunchtimes. During this time, the consequences that are displayed in the classrooms are still relevant during recreational time.

If an issue arises at lunchtime, then in the first instance the supervisors should deal with the situation and pass the information on to the class teacher at the end of play. However, lunchtime supervisors should seek the support of the class teacher when there is persistent inappropriate behaviour or a more serious incident. The class teacher will then deal with the situation and discuss the matter with the Senior Teacher or Headteacher if appropriate.

The school recognises that pupils can find unstructured times, such as lunch challenging. Therefore, we will work with the pupils and parents to resolve the matter in a positive manner, such as reward charts. Through our sports coach, we will also seek to channel the energy of pupils, so that they can participate in structured sport which then allows their lunchtimes to become more successful.

If there is persistent inappropriate behaviour at lunchtimes, a fixed term exclusion from lunchtimes may be implemented. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. As a school, we would always ensure that arrangements are made for pupils who are entitled to free school meals. This may mean providing a packed lunch

In this instance, there would also be a reintegration meeting arranged for the parents and child before returning to school.

### Critical Incidents

If a critical incident stems from a significant breach of the school's Behaviour Policy the school's Planned Response within its Critical Incident Policy will be adopted. In such situations other agencies such as the police may assume overall management of the incident. The Headteacher will liaise with the governing body and Senior Teacher in this instance to ensure the safety of all involved.

This policy should be read in conjunction with the school's Behaviour Agreement. This document is important as it ensures that all stakeholders work in partnership to ensure that the school's high expectations are a shared responsibility.



## Appendix 1

# Cogenhoe Consequences

1. Verbal warning
2. Written warning (Name on board)
3. 5 minutes off playtime
4. 10 minutes off playtime
5. Sent to another class (Think sheet)
6. Minutes off lunchtime (Teachers discretion)
7. Teacher contacts parents
8. Deputy or Headteacher involved

