



Behaviour Policy

	Name	Date
Co-Headteacher's Approval	Charley Oldham	Sep 2023
Chair of Governors' Approval	Kate Coulson	Sep 2023
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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.

Version	Date	Description of Change	Changed By
1	June 2014	Written and implemented	CS
2	June 2015	Slight changes following review – CS / CO	CS / CO
3	July 2016	Slight changes following review - CS	CS
4	January 2018	Updated following review and new reward system	KD
5	September 2018	Updated following review and new system	CO
6	March 2020	Updated following review and new initiatives	CO
7	September 2021	Updated following KCSIE updates	CO
8	April 2022	Updated following whole school review	CO
9	October 2022	Updated following review and new initiatives	DM

10	September 2023	Updated following review and new initiatives	CO
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1. Aims

Cogenhoe Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone, including staff and Governors, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This guidance echoes our core values with a heavy emphasis on respectful behaviour and a positive partnership approach to managing poor conduct and interventions that support staff and learners.

This policy aims to:

- Create a **positive culture** that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to **maintaining high standards** of behaviour that reflect the **values of the school**
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave and the consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

Unacceptable Behaviour is defined as:

- 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 that causes humiliation, pain, fear or intimidation
- Swearing, spitting, name calling and insults
- Racist, sexist, homophobic or discriminatory behaviour
- Shouting
- Smoking
- Verbal abuse
- Possession of any prohibited items in school, be it real or imitation, such as: knives/weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images
- Vandalism
- Theft
- Possession of an illegal substance
- Repeated breaches of the school rules
- Any form of bullying

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

4a Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on the school website.

4b. 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

The sanctions used by our school are dependent on the different level of sexual harassment and violence.

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

5. Roles and responsibilities

5.1

The school Governing Body is responsible for holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher is responsible for monitoring the effectiveness of this policy.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents effectively

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Formally agree and sign the parental behaviour contract annually and reinforce it
- Support their child in adhering to the pupil code of conduct / pupil behaviour contract
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher in the first instance
- Take part in any pastoral work following misbehaviour (for example : attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

5.5 Prefects

8 nominated children from the Year 5 and 6 classes will act as superior role models / ambassadors for the rest of the school. They will be easily identifiable by the golden tie that they wear. They will have key responsibilities across the school during the year:

- Leading Meet and Greets outside of the school in the morning
- Leading class lines in from the playground at playtime and lunchtimes
- Attend School Open Evenings / Tours
- Represent the school at any special events / presentations
- Support in whole school and key stage assemblies (sit on chairs)
- Take on House Captain role
- Lead assemblies
- Supportively challenge and promote citizenship behaviours across the school at all times

5.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy via pupil surveys and pupil voice.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Cogenhoe Primary School, we believe in creating a culture that promotes excellent behaviour. This culture should be evident across the school, both inside and outside of the classroom.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other at all times; be courteous and polite in school and in the wider community
- In class, make it possible for all pupils to learn; demonstrate 'super sitting'
- Move quietly and sensibly around the school, following our 'wonderful walking' practice
- Treat the school buildings, grounds and school property with respect
- To continually ensure they uphold the core values in everything they do
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- **Live by our 'Golden 4' rules: Be safe, Be ready, Be respectful to all, Be Outstanding!**

6.1 Mobile Phones

At Cogenhoe, children in years 5/6 who are walking home from school are permitted to bring a mobile phone to school with them. This permission will be granted once a parent/carer has completed the required permissions form. Once permission has been granted, the children are expected to bring their phones to the office first thing, where they will be stored until the end of the day.

Mobile phones are not to be used during the school day in any circumstances. If you need to urgently contact your child, please continue to contact the school office.

7. Rewards and sanctions

7.1 List of rewards

To ensure our pupils are treated positively and behave well, school staff seek out opportunities to reward those pupils whose behaviour and attitude goes above and beyond. It is important as a school that we do not simply reward those pupils who show the minimum expectations in school as this may show an acceptance of minimum standards.

Staff may choose to celebrate behaviours that go above and beyond using a variety of means which may include, but are not limited to:-

- Verbal praise
- Class round of applause or other form of recognition in class
- 'Learning Champion' award and other awards in celebration assemblies to value the achievement and contributions of all pupils in and outside of school which parents are also invited to attend
- A positive phone call home or conversation at the end of the school day with a parent or carer
- Nominate child for a letter of recognition sent to home address from the Headteacher
- Awarding House points for above and beyond behaviours or attitudes linked to the school's values.
- Stickers / stamps etc....
- A visit to see another teacher / class or the Headteacher to share work or other achievements
- A subtle privilege within the classroom such as sitting on a special chair during story time or being the first to line up at lunchtime or to go out to break.
- House team winners award annually
- 20 minute weekly Golden Time on a Friday afternoon with the rest of class

7.2 Managing unwanted behaviour

Children are on a learning journey and will ultimately sometimes 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.
- 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.

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. To prevent and manage poor behaviour positively, Staff are committed to ensuring that they strive to always:

- 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 and trust
- 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.
- Build confidence, by producing presentations and quality displays that demonstrate pupil's achievements.
- Ensure behaviour expectations are consistent throughout the school and that systems are adhered to, so that every child has the recognition they deserve.
- Manage behaviour without delegating

Staff will use the steps in this behaviour policy when dealing with poor behaviour and steps should always be gone through with care and consideration, taking individual needs into consideration. *Clear take up time must be given between steps - it is not possible to leap or accelerate steps for repeated low level disruption*

1. **Redirection** – Non-verbal cues, praising the behaviour that you want to see, moving around the classroom to stand near
Reminder - A verbal reminder of the expectations for learners delivered privately (if possible) to the pupil. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Remind Golden 4.
2. If the behaviour continues then the child is given a **yellow card** (stage 1) as a caution - A clear verbal reminder delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices
3. If the behaviour continues, then the child is given a **red card** (Stage 2) and will miss their next available play time and golden time that week. Pupil is given a final opportunity to

reengage with the learning / follow instructions. A behaviour note is added onto Edulink so that parents are aware that the child has received a red card and has had the appropriate consequences.

4. If behaviour still continues following a red card, the child will be sent to the Deputy Headteacher or Headteacher and another behaviour note will be added to notify parents.

Stage	Pupil Behaviour	Action
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	Teacher reminds the child of the school values and expectations (The Golden 4) tries to re-direct / non-verbal cues.
2.	Continued Stage 1 (low level disruption) behaviour.	Pupils receives a warning (yellow card) about the rule they are not following and may be moved within the classroom. They are reminded of positive behaviour seen before and expectations.
3	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking away from an adult when they are speaking to you, <i>minor 'unkind hands, unkind feet' incidents</i> or continued Stage 2 behaviour	Pupil is given a red card, they miss next playtime and Golden Time that week .The class teacher will make a behaviour note on Edulink for parents to see.
4	Continuation of stage 3 behaviour.	The pupil is sent to DH / HT. Another behaviour note is added onto Edulink. The child may be excluded from the playground for additional time, trips and certain activities.

5	Hurtful or dangerous behaviour which may include <i>sustained</i> or significant hitting or kicking another child or adult, racist or homophobic name calling, peer on peer abuse, swearing, spitting, fighting, stealing, threatening. Showing significant disrespect / refusal to carry out an adults instruction.	Child will be on report to the HT or DHT after each session and then daily- for a maximum of two weeks (note put on Edulink). Parents sent a formal letter outlining the plan. Reintegration meeting with parents and HT/DHT/class teacher held after the two weeks to review. Internal suspension could be given for a maximum of up to 3 days. Parents formally notified.
6	Continuation of above.	External, fixed term suspension given for up to 10 days. Work must be provided. Reintegration meeting held.
7	Behaviour has not improved. Serious concerns of child's own safety and serious disturbance to others.	Permanent Exclusion or managed move.

Note- where a child has met the maximum thresholds for red cards during a half term (6), they will automatically move to stage 5.

The expectation is that the majority of unwanted behaviours will fall under Stage 1 or 2. Where there are regular and/or repeated Stage 3 behaviours, an action plan / behaviour plan may be put in place in conjunction with the school's pastoral support team. **Stage 5 is reserved** for a serious breach of behaviour norms and may result in a fixed term suspension or alternatives such as working in isolation.

Note that these stages are cumulative throughout the course of an entire school day. They do not re-set after break time or lunchtime.

We may ask a child to work in isolation in response to serious or persistent breaches of this policy. Pupils may be sent to a designated area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.3 Lunchtimes and Breaktimes:

At lunchtimes, the pupils are supervised by a mixture of people, including: teaching assistants, lunchtime supervisors and sports coaches. There is a member of SLT on duty every day to ensure the same levels of high expectations at lunchtimes and to support staff.

If an issue arises at lunchtime, then in the first instance the supervisors should deal with the situation themselves and pass the information on to the class teacher at the end of play. The same stepped and staged approach applies during lunchtimes and breaktimes. Should a child reach Stage 3 (red card) and need time out from the playground then they will be supervised to the school office. It is the staff members responsibility to pass on the information to the class teacher to then record on Edulink.

To ensure consistency, the supervisors follow the same 'steps' that are adhered to in school. 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 Deputy Headteacher or Headteacher if appropriate.

The school recognises that pupils can find unstructured times, such as lunchtime challenging. Therefore, we will work with the pupils and parents to support them and resolve the matter in a positive manner, by using reward charts; giving them extra responsibilities during the lunchtime or attending one of our lunchtime clubs.

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

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding policy which can be found on the school website for more information.

7.6 Confiscation and searches.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks/Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items), including incidents where no items were found, will be recorded.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Cogenhoe Consequences

Always ask yourself the Golden 4 questions: Am I ready to learn? Am I being safe? Am I being respectful? Am I outstanding?

1. Verbal warning/ re-direction given (in private)
2. Yellow card issued- you have a choice to change your behaviour now.



3. Red card issued – break time taken away and Golden Time missed. Parents informed via Edulink.



4. Sent to DHT/ HT. Parents informed via Edulink. Trips/ lunchtimes and other activities can be missed.

5. Internal Isolation / on report to the HT / DHT.

If a more serious incident occurs, the class teacher will use their professional discretion to decide if the consequence goes straight to number 3, 4 or beyond.

Stage 5 – Headteacher, Deputy Headteacher & Parents

If the unacceptable behaviour continues on a regular basis, the child will go on report to the Headteacher/ DHT. The child will be given clear targets as to what is expected of them and these will be monitored by the Headteacher or Deputy Headteacher 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 of the classroom (an internal exclusion). 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 previous, the support of outside agencies and other external professionals may be sought.

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.

Stage 6 – Exclusion & Managed Moves (practices & policies of the LEA & DFE adopted)

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 LA. Our Exclusion policy sets out the procedures that would be followed by the headteacher.

At Cogenhoe Primary School, suspension for a fixed period is the last resort. When a suspension takes place, a reintegration meeting must take place with the parents, before the child is allowed back into the school. Both the Headteacher and Deputy Headteacher 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 Stage 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.

8. Behaviour management

We believe that it is the culture of the school that is the most important driver of positive attitudes and behaviour for learning. As such, our school has 4'Golden Rules' only which we expect all members of the school community to adhere to:-

- Be safe
- Be ready
- Be respectful to all
- Be Outstanding

At Cogenhoe, we look to recognise and celebrate those pupils who go above and beyond in any of these rules/values but we appreciate that there will be times when children display unwanted behaviours.

Our behaviour policy adopts a 'stepped and staged' approach but it is important that there is consistency not only in terms of the *application* of the policy but in the *practice* of adults when managing challenging behaviour:-

- Consistent **language**; consistent response - simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up** - ensuring certainty in expectations from all staff. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement** - routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent **consequences** - defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple **expectations** which promote appropriate behaviour
- Consistent **models of emotional control** - emotional restraint that is modelled and not just taught ; teachers as role models for learning
- Consistently reinforced **rituals and routines** for behaviour around the school

The vast majority of behaviours will be able to be managed and categorised as Stage 1 and Stage 2 behaviours. Some behaviours such as disrespectful behaviour (rudeness to staff for example) are Stage 3 behaviours and it is important that in these cases, there is the opportunity for the learner to repair the harm and that all parties have the opportunity to explain how they felt in a calm and careful manner as part of a restorative justice conversation or meeting.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display a class charter that is signed and understood by all pupils, reflect the Golden Four (Be safe, be ready, be respectful, be outstanding) and use these to support behaviour management in the classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons using our 'Meet and Greet'
 - Establishing clear routines (Legendary Line Ups)
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Plan lessons that engage, challenge and meet the needs of all pupils

- Do not use whole class sanctions as a punishment
- Ensure consistency in rewarding and sanctioning pupils
- Are calm and give 'take up time' when going through the steps - prevent before sanctions
- Follow up every time and retain ownership of behaviour management
- Never ignore or walk past learners whose behaviour falls short of expectations

8.2 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.4 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of senior leadership and will be removed for a maximum of three days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.5 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information – this can be found on the school website.

9. Responding to misbehaviour from pupils with SEND

9.1 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 include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or 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.

Cogenhoe's approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (break out spaces) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead/member of senior leadership
- A report card with personalised behaviour goals
- Sticker charts and personalised targets

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, including the proper use of restraint, as and when it is appropriate.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the school's behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Exclusions policy

15. 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:

The sanctions used by our school are dependent on the different level of sexual harassment and violence.

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