



Behaviour Policy Cockfield CEVC Primary School

Aims and expectations

We are a caring community, whose values are built on Christian values. The community of our school has chosen the Christian values that are most important to them. *Friendship*: We are kind and encourage one another and help our friends. *Perseverance*: We don't give up when things look hard or tough. *Compassion*: We look after each other and share and think about how others feel. *Truthfulness*: We try not to lie and be honest with our friends and teachers. *Respect*: In school adults and children show respect for each other, their belongings and the environment. *Creativity* – we look after our world; we know how important it is to take steps to prevent Climate Change. We wear our Green Blue Peter badges with pride.

The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. At present life at school, and outside, is different because of the Coronavirus and we must adapt our behaviour to ensure everyone in school remains safe as well as the wider community. Addendums to this policy will be made from time to time to reflect any national or guidance received.

We aim to:

- To promote a safe and secure school environment where everyone feels happy
- To promote good relationships, and good interaction with others
- To ensure that all children will be treated equally
- To ensure that our children become responsible and independent members of our school community and good citizens in the future

We expect:

The school expects every member of the school community to behave in a considerate way towards others at all times. We expect them to:

- Respect other people's and the school's property
- Respect each other
- Respect others' opinions, cultural and religious beliefs
- Listen to others
- Take responsibility for own actions
- Speak politely and use appropriate language

For our children

Our 4 rights: We have the right to feel safe; to be able to learn; to be treated fairly and to have a voice.

Our 6 golden rules of responsibility for good behaviour:

- We are kind, polite, helpful, and aware of others' feelings
- We listen carefully to others without interrupting them
- We look after our own and other people's belongings
- We try our best, work hard, and learn from our mistakes
- We treat other people the way we would like to be treated
- We always tell the truth

Promoting appropriate behaviour

Our children are usually very well behaved and a credit to the school. When they go on school trips, members of the public regularly comment on how well behaved they are. We have a clear policy on promoting appropriate behaviour. Our main principle is that whenever possible intervention should be on the basis of reward rather than punishment.

We praise and reward children for good behaviour in a variety of ways:

- through verbal or written praise
- with stickers, stamps, smiley faces and house points with half termly prizes for the winning House.
- The Head teacher gives medals for an exceptional attitude to school or work, or contributions to school life etc on a termly basis.
- through charts in the classroom, 'WOW walls' in the school.
- by displaying work
- in a Class WOW Assembly
- by sending a pupil to share good work or behaviour with another member of staff, or sending a copy of good work home
- through reports, newsletters and messages home
- through postcards home to parents termly
- through privilege, special tasks etc

The school enjoys celebrating achievements and acknowledges all the efforts and successes of children, both in and out of school.

Sanctions for Inappropriate Behaviour

Inappropriate behaviour is dealt with in a variety of ways and must always be seen as being appropriate to the situation and the children involved.

1. A warning will be given for inappropriate pupil behaviour and an explanation given. This maybe visual or verbal, or both.
2. The pupil concerned will be removed from the activity in the classroom
3. The pupil will be removed from the classroom with a member of (adult support) staff.
4. If the pupil continues to display inappropriate behaviour, the Head teacher will talk to the child and contact parents to discuss the behaviour
5. If a child persists to display inappropriate behaviour the opportunity to attend special events, trips or clubs will be removed and alternative provision will be provided. 6.

Pupils' conduct outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' (section 90 of the Education and Inspection Act 2006).

Pupils may be disciplined for:

- Misbehaviour when the pupil is: Taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that: Could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. In all cases, the teacher can only discipline the pupils on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Playtimes & Lunchtimes

The safety of all children is paramount in all situations. Walkie /talkie radios will be taken outside on the field when needed, which will be used to support both staff and pupils. * see Appendix 1

Any wasted time in lessons will be made up during playtimes always under supervision, but with consideration for the child's needs, as all children need breaks.

Detentions: Section 92 of the Education and Inspections Act 2006 allows schools to apply the disciplinary penalty of detention, without parental consent. However, at our school detentions will only be used within the school day at break times and lunch times. In these instances, time will be allowed for the pupil to eat, drink and use the toilet.

Guiding principles are:

- distinctions must always be drawn between minor and serious offences
- the sanction must be seen as 'wiping the slate clean'
- there must always be light at the end of the tunnel
- children must be given the opportunity to explain their version of events/reasoning behind their actions
- children and adults should not be humiliated

Children regularly discuss aspects of behaviour in assemblies and PSHE lessons. Teachers begin each new term by revising the class 'rules' which are formulated with the children and displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that we expect in our school

The school does not tolerate bullying of any kind. This includes cyberbullying, which may occur outside of school but has an impact in school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap

children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Physical Containment

On rare occasions there is no alternative to restraining pupils physically, in theirs' and others' interests and safety. In such instances no more than the minimum necessary force should be used, taking into account all of the circumstances. Such interventions should be made only when they are likely to succeed. Desirably, more than one adult should be present (although this is not always possible). Physical restraint is normally necessary only to prevent a pupil causing harm to him or herself or to others, seriously damaging property, when verbal commands will not control the behaviour. The purpose of intervention is to restore safety and restraint should not continue for longer than is necessary. Physical contact and restraint should never be used in anger, and staff should seek to avoid any injury to the child. They are not expected to restrain a child if by doing so they will put themselves at risk. Staff dealing with them will be trained in proper and safe methods of restraint, e.g. Schoolsafe training. All children need handling with sensitivity and only trained school staff should address their needs.

Confiscation of inappropriate items

To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case and applied in a reasonable and proportionate way. Generally, the aim pursued in confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated – therefore also any item may be seized which is considered harmful or detrimental to school discipline. It is recognised that pupils may have attachments to particular items and that their removal may cause further distress. Therefore, the following procedures are followed when using this sanction:

- Pupils are informed that their property will be confiscated and why, for example distraction to learning, posing a threat to safety.
- Pupils are informed when and where the confiscated item will be kept safely and when it will be returned – normally on the same day to their parent/carer. Note, mobile phones/or similar smart watch devices are to be handed into the office each day as they are not permitted in school or on visits.

Power to search

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

Head teachers and staff authorised by them, in our case all paid staff, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. Items confiscated, following a search, are dealt with as above with the exception of any items which should be handed to the police.

Parental involvement and participation

The school welcomes parents and encourages them to take an active part in their child's education through formal and informal exchanges, home/school diaries, shared reading, parent helpers, family and music assemblies and special events when it is safe to do so.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher in the next instance. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class rules will be written and agreed with the children at the start of the school year. If the class rules are broken despite warnings or reminders, sanctions such as a loss of 5 minutes, 10 minutes or the whole playtime will be enforced by the class teacher.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The role of the Head teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Following these actions, the Chair of Governors will be notified as soon as is practicable.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Records of Support for Social Emotional and Mental Health Difficulties

A child's behavioural difficulties may necessitate opening an SEN Profile and putting a Behaviour Support plan in place.

Targeted Support for SEN

If a child's usual classroom behaviour shows signs of needing additional support or intervention the class teacher, SENDCO and Head teacher will discuss possible underlying causes and possible strategies. Parents will be consulted and class based targeted support will be instigated. (See SEN Local offer)

Specialist Support for SEN

If the situation is not resolved within the classroom, external help (e.g. SES) will be sought through the SENDCO/Head teacher. An individual behaviour plan will be implemented.

The further stages will be implemented if necessary, following the school's SEN policy and guidance from the LA in accordance with the SEN Code of Practice.

Fixed-term and permanent exclusions

Exclusion should be a very rare occurrence. It should only be used as a last resort and only in response to serious breaches of the school's policy on behaviour or of criminal law. It should be clear that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

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

If the Head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Nurture Groups

From time to time the Head teacher and staff may identify pupils who would benefit from additional support via a nurture group. Such groups would help develop confidence and raise self-esteem and/or develop collaboration and cooperation with their peers. Any such group will be led by Mrs Flounders and the progress and outcome of any nurture group will be closely monitored by the SENDCO and the Head teacher. Parents will be consulted if their child is identified as a pupil who would benefit from attending such as group and feedback will be given to parents on a regular basis.

The Head teacher will also from time to time use Forest School activities as a means of addressing nurturing/behavioural issues. A small group of children, with parent's permission, will engage in outdoor activities.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded, and reports to the governing body.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed _____ Headteacher

Signed _____ Chair of Governors

Date _____

Review Date September 2024

APPENDIX 1

PROTOCOL FOR WHEN A CHILD LEAVES SITE WITHOUT PERMISSION

Any staff working with pupils with potential to leave site to carry communication aid – walkie/talkie and/or mobile phone.

In the event of an incident:

1. Staff to locate and monitor discretely the whereabouts of the child – not to run after them as this usually elicits a flight response from the child – additional support to be sought immediately.
2. Office staff and Leadership team member to be informed to act as coordinators/support - contact to be established with those locating/monitoring via walkie talkies/mobile phones.
3. If child leaves the combined site of Cockfield CEVC Primary school– parents and or police to be informed.
4. If their whereabouts cannot be established or it is known where the child is but their safety cannot be maintained, the police are to be called.
5. Following an incident, the reflection and review of the risk assessment will be completed or updated.