



Behaviour Policy



Behaviour in schools and Behaviour principles written statement Policy

Date of Review: Annually in October



Behaviour Policy

Statement of intent

We believe that in order to achieve the Cotteridge Primary School vision of Achieving Excellence and Inspiring Dreams and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Cotteridge Primary School's Behaviour Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour. Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently. This policy will be abided by staff members and pupils at all times, and reviewed annually.

Aims and principles

Cotteridge Primary School promotes the highest standards of behaviour and a culture where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and children learning to manage their own behaviour. It is essential that all adults in school have high expectations of behaviour and a clear, consistent framework to support pupils to manage their feelings when it is needed. We greatly value reinforcement of positive behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards- both verbal and tangible.

We aim to focus on good behaviour, and support children to make the right choices, through strong relationships, and individualised provision. We believe strongly in the importance of praising and promoting good behaviour.

We place a great deal of emphasis on our school values and take every opportunity to discuss and model these at all times.

Our behaviour system aims to support children in making appropriate choices for their behaviour. We give children choices and make it clear as to the consequences of the choices they make.

We believe children have rights and responsibilities. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, and respect other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.



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Children have a right to:

- A clear set of guidelines and high expectations of their behaviour
- Be able to learn and play without undue disruption so that they can make positive contributions to their school and the wider community
- A fair, consistent approach to behaviour from the school
- Be listened to
- Be spoken to with respect

Adults working in the school have a right to:

- Be able to work and teach without undue disruption
- Insist on a high standard of behaviour from children
- Receive help and support from others when dealing with and helping to modify unacceptable behaviour
- Have all reasonable instructions followed
- Be told the truth when investigating incidents of unacceptable behaviour

Parents/carers have a right to:

- Regular information and consultation with the school about their child's progress and behaviour
- A clear set of guidelines and expectations for their children's behaviour in school
- Early notification from school of any problem with their child's behaviour
- Opportunities to help the school address their child's behaviour
- Be treated and spoken to courteously by others



Behaviour Policy

Positive Reinforcement and Rewards

Values

The school talks about our values regularly and how these are reflected in children's behaviour.

Our values are:

Care

Open Mindedness

Thoughtfulness

Teamwork

Encouragement

Respect

Inclusion

Determination

Growth

Excellence

School rules

Every child has the right to learn in a positive and supportive classroom with their learning not disrupted by others and therefore the Cotteridge Code is in place which outlines the expectations of the children. (See Appendix A) When working on line children should follow the Acceptable Use Agreement (see Appendix B)

Responsibility

Pupil leadership in school ranges from Head Pupils, prefects, house captains, Unicef ambassadors, class monitors, school monitors to school councillors.



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Curriculum

At Cotteridge Primary School, we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well-ordered classrooms. The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Rewards

- House points – Given out by adults for achievement in work or behaviour. Children's house points are collated and when they have reached a set goal, they will achieve a Bronze, Silver or Gold award. These will be celebrated in assembly. A reward token will be issued so that the pupil can select a reward from the "Reward Vending Machine." The rewards will be devised in conjunction with the school council and reviewed yearly.
 - 75 house points – Bronze Award
 - 150 house points – Silver Award
 - 300 house points – Gold Award

Maximum number of house points to be issued	Behaviour or work
1	<i>Reinforcing expected learning behaviours</i> e.g. settling to work, good answer to a question, lining up sensibly straight away
2	<i>Showing kindness / empathy to others and the environment</i> e.g. picking up litter, tidying classroom, caring for a friend
3	<i>High quality independent work</i> e.g. consistent high marks in spellings, excellent work for a particular child's ability
4	<i>Going above and beyond</i> e.g. extra work completed at home and no yellow or red warning in a week



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- Star of the week: This certificate reflects children's attitude to learning and their growth mind-set. This is a cross curricular award, being awarded for attitudes towards learning in all aspects of the curriculum.
- Verbal praise – both private and public, but being mindful of those children who feel uncomfortable with public praise.
- Roles of responsibility – Given to children who consistently behave as good role models. These may include team captains, school council, monitors etc.
- Stickers - given out by teachers, TAs and lunchtime supervisors for effort with work and behaviour and achievement in work.
- Attendance Certificates – for 100% attendance over the term and year.
- Text Messages Home – using teachers2parents text messaging service to celebrate hard work, success, positive behaviour etc.
- Some classes will use table points within their class for classroom management purposes, in addition to issuing individual house points for good work and behaviour.



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Inappropriate behaviour

At Cotteridge Primary School, we will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

If a child makes an inappropriate choice regarding their behaviour, then the behaviour policy will be used. Adults use a clear system which is displayed and referred to visually in classrooms. Every child will have a fresh start every lesson.

Stage 1

Non-verbal warning - a gentle reminder through looks, eyebrow raises etc.

Positive reminders of desired behaviour – clearly expressed positive behaviour staff desire.

E.g. if a child is talking: "{Child's name} look and listen to my instructions please?"

Stage 2

Choices given:

1: Two positive alternatives are given to support children to make the correct choice. "You can finish your work on your own or you can sit with me and I help you for a moment."

"You can have a moment to calm down or you can play with someone else for a while."

2: Two choices, one being a forced alternative. "You can complete your work and I can help you if you would like or you can choose to finish it during lunch time."

Stage 3

Yellow warning:

A short sanction given: missing 5 or 10 minutes of lunch time (KS1/KS2). Some behaviour choices may warrant a yellow warning without the preceding strategies.

If a child receives 3 yellow warnings within a week, the class teacher will make contact with the parents about the child's behaviours. Each week, the child will start afresh.

Stage 4

Red warning:

A longer sanction given: missing 20 or 30 minutes of lunch time (KS1/KS2). The children will have the opportunity to eat their lunch during that time so that they can still have some physical playtime before the afternoon learning sessions. A phone call to parents follows this incident to explain the behaviour choice and the consequence before the end of the day. *Conversations on the playground are not an appropriate forum for discussing red warnings.* Some behaviour choices may warrant a red warning without the preceding strategies.

If more than 1 red warning is issued to a child in 1 week then the child must be referred to a member of the Senior Leadership Team.



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If an incident occurs during lunchtime, children are sent into the Learning Mentor for reflection time, once an investigation has occurred. Lunchtime warnings are issued through the Pastoral Manager.

Once an incident has happened and a reflection discussion has taken place, when children are ready, they are expected to apologise meaningfully to any wronged party. This may not be on the same day, but it will be addressed by the staff following incidents.

Every lesson, every child will start their learning afresh and will not carry any warnings with them from previous lessons.

All yellow and red warnings will be logged within each class in the individual class warning book.

Patterns of inappropriate behaviour

If a pattern of inappropriate behaviour continues a meeting will be held with parents/carers involving the child's class teacher and the behaviour lead within school. An ABC chart and/or a log book will be used for the next 5 days to identify any triggers or patterns in behaviour. A positive behaviour reward chart may be used to address specific behaviours in school. Monitored by teachers and reported to leaders in school weekly.

This may result in 'Time away from the team' for half a day. If no further improvement is made then a full day of 'Time away from the team' will take place. If behaviour incidents are solely taking place on the playground a Senior Leader will make a decision for children to have playtimes/lunchtimes indoors or on an alternative playground.

Some behaviour incidents may be judged as severe enough to warrant 'time away from the team', superseding the red and yellow warnings.

Where parent meetings occur, a clear time frame and review date will be set to meet and discuss improvements or any ongoing concerns with parents.

Reasonable Force

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's 'Physical Intervention' policy for dealing with these situations. Any parent wishing to view this policy may do so on request.

Exclusions

If behaviour continues to be a concern following all of the above the Head teacher will become involved and a Team around the Child meeting will take place. This meeting will involve parents, the



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child and class teacher. It can only be the decision of the Head teacher or an Assistant Head teacher to initiate the following sanctions:

- Fixed term exclusion
- Permanent exclusion

Fixed Term and Permanent exclusions

A decision to exclude pupils permanently should only be taken:

1. In response to serious breaches of the school's behaviour policy: and
2. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Behaviours that warrant permanent exclusion include continued disruption, physical assault, possession of a weapon, sexual abuse/assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, persistent defiance and significant damage to school property can lead to permanent exclusion.

The Pupil Discipline and Complaints Committee of the Governing Body will be involved in permanent exclusions. In serious cases, the police may be informed by the Head teacher in order to seek advice and prevent further escalation of the problem.

The Head teacher and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Persistent Challenging Behaviour

For some children, an IBP (Individual Behaviour Plan) may be needed to support children with making the right choices. An IBP will be written and a behaviour tracker will be set up. It will include specific targets and rewards agreed by the child, class teacher, a member of the Senior Leadership Team and Special Educational Needs Coordinator (SENDCo). The tracker may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.



Behaviour Policy

Social, Emotional and Mental Health

Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands is an important part of school.

We do this by:

- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners.
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience

Using a variety of strategies and resources, we support children at Cotteridge Primary School with SEMH difficulties. Mentors providing daily support or weekly meetings for the most vulnerable children in school. Referrals to outside agencies such as CAMHS are made via the SENDCo or Pastoral team for children who need specialist support.

Physical Intervention

It is the responsibility of all staff to follow the guidelines published by the Department for Education for 'The Use of Reasonable Force in Schools'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff must ensure that they read this documentation.



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Behaviour	How it looks	Positive strategy / consequence
Intentionally hurting another child	Punching, kicking, hitting, biting	Red warning – parents informed
Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	Red warning – parents informed
Causing physical harm to others	Punching, hitting, kicking, biting (One sided)	Red warning – parents informed
Play fighting/ rough play	Punching, hitting, kicking, pushing but as part of play or a game.	Yellow warning
Swearing, including gestures	In-voluntary act / swearing as part of conversation / not directed at a person	Yellow warning
	Swearing at a person	Red warning – parents informed
Inappropriate language	In-voluntary act / as part of conversation / not directed at a person	Explanation of inappropriate choice of language Expectations reinforced for appropriate language in school given
	Directed at a person/ Inappropriate behaviour repeated	Yellow warning
Discriminatory incidents, including racist and homophobic	Name calling, comments, racist language, deliberate hurtful comments about a group of people or race	Red warning – parents informed Explanation of inappropriate choice of language Expectations reinforced for appropriate language in school given
Stealing	Taking objects belonging to another without consent.	Red warning – parents informed
Non – compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Leading to yellow or red warning if, after time given and strategies used to support choice making, refusal is maintained.



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Showing disrespect to children	Laughing at other children's abilities Speaking rudely to children Making derogatory comments-(Child on child abuse)	Clear explanation of why behaviour was inappropriate. Reflection time given and apologies. If behaviour continues, then a yellow warning should be issued followed by red warning, if necessary.
Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Clear explanation of why behaviour was inappropriate. Reflection time given and apologies. If behaviour continues, then a yellow warning should be issued followed by red warning, if necessary.
Damaging property	Deliberately spoiling, damaging, breaking items in school, including pupils or school equipment.	Depending on the severity of the event. Clear explanation of why behaviour was inappropriate. Reflection time given and apologies if low level. E.g. snapping a pencil deliberately: Yellow warning. If behaviour is escalated through repetition or increased damaged: Red warning – parents informed



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Negative behaviour

Stage 1 : You will be given a warning and your behaviour highlighted



Stage 2 : You will be given a choice to correct your behaviour



Stage 3 : You will be given a yellow warning

The following things automatically get at least a yellow warning

Play fighting

Rough Play

Swearing

Inappropriate Language



Stage 4 : You will be given a red warning

The following things automatically get a red warning

Intentionally hurting another child

Fighting with others

Causing physical harm to others

Swearing at another person

Racist incidents

Stealing



The Cotteridge Code



Every child has the right to learn in a positive and supportive classroom with their learning not disrupted by others.

We are always friendly and show respect to others and their property.

We always listen carefully to others and follow instructions first time.

We keep our hands and feet to ourselves.

We are always ready to learn, using our time wisely and working hard at all times.

We will not use bad language.

Children will respect those working in our building by walking quietly in corridors and on stairs.

Whether on the playground or in classrooms, children will line up in register order.

In Key stage 2, when invited to do so by an adult, children will take their seat in the classroom.



Behaviour Policy

Acceptable use of the school's ICT facilities and internet: agreement for pupils and parents/carers

Name of pupil:

When I use the school's ICT facilities (like computers and equipment) and go on the internet in school, I will not:

- Use them without asking a teacher first, or without a teacher in the room with me
- Use them to break school rules
- Go on any inappropriate websites
- Go on Facebook or other social networking sites (unless my teacher said I could as part of a lesson)
- Use chat rooms
- Open any attachments in emails, or click any links in emails, without checking with a teacher first
- Use mean or rude language when talking to other people online or in emails
- Send any photos, videos or livestreams of people (including me) who aren't wearing all of their clothes
- Share my password with others or log in using someone else's name or password
- Bully other people

I understand that the school will check the websites I visit and how I use the school's computers and equipment. This is so that they can help keep me safe and make sure I'm following the rules.

I will tell a teacher or a member of staff I know immediately if I find anything on a school computer or online that upsets me, or that I know is mean or wrong.

I will always be responsible when I use the school's ICT systems and internet.

I understand that the school can discipline me if I do certain unacceptable things online, even if I'm not in school when I do them.

Signed (pupil):

Date:

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date: