Behaviour in schools and Behaviour principles written statement Policy

Date of Review: Annually in January

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.

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

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.

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	**_Reinforcing expected learning behaviours_** e.g. settling to work, good answer to a question, lining up sensibly straight away
2	**_Showing kindness / empathy to others and the environment_** e.g. picking up litter, tidying classroom, caring for a friend
3	**_High quality independent work_** e.g. consistent high marks in spellings, excellent work for a particular child's ability
4	**_Going above and beyond_** e.g. extra work completed at home and no yellow or red warning in a week

- 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.

Inappropriate behaviour

At Cotteridge Primary School, we will not tolerate behaviour which impacts on other peoples 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.

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

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.

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.

Mobile phones and Smart Watches

Children are not allowed to use either mobile phones or smart watches on the school grounds. If they do they will be confiscated and the children issued with a red warning and the parents informed. Phones and watches, such as these, must be handed into the class teacher every morning and will be kept in the AHT's office. The mobile phone policy must be signed by parents before their child's mobile phone is brought into school. School will not be held responsible for any loss or damage to mobile phones.

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 Swearing at a person	Yellow warning Red warning – parents informed
Inappropriate language	In-voluntary act / as part of conversation / not directed at a person Directed at a person/ Inappropriate behaviour repeated	Explanation of inappropriate choice of language Expectations reinforced for appropriate language in school given 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	Leading to yellow or red warning if, after time given

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	attending specific lessons or activities e.g. assembly, PE	and strategies used to support choice making, refusal is maintained.
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

Negative behaviour

Stage 1 : You will be given a warning and your behaviour highlighted
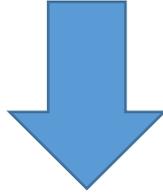
Stage 2 : You will be given a choice to correct your behaviour
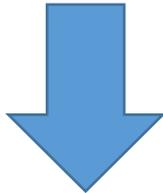
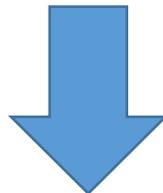Stage 3 : You will be given a yellow warning

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

Behaviour Policy

Appendix A

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.

Appendix B

Appendix C

Online Behaviour and Cyber-Bullying Policy Section

1. Introduction

Our behaviour policy includes measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying. This section outlines our approach to managing online behaviour and cyber-bullying to ensure all pupils are safe both in school and online. See "Online and AI policy" and

2. Definition of Cyber-Bullying

Cyber-bullying is a form of bullying (including cyberbullying, prejudice-based and discriminatory bullying) that can happen both inside and outside of school and online. It involves the use of technology to harass, threaten, embarrass or target another person.

3. Examples of Unacceptable Online Conduct

The following behaviours are considered unacceptable and will be addressed in accordance with this policy:
- Sending threatening, abusive or harassing messages online
- Non-consensual sharing of nude and semi-nude images and/or videos
- Sexual comments, remarks, jokes and online sexual harassment
- Sharing of abusive images and pornography to those who do not want to receive such content
- Excluding peers from online groups with the intention to cause distress
- Physical abuse facilitated through an online element which facilitates, threatens and/or encourages physical abuse
- Causing someone to engage in sexual activity without consent online

Children can also abuse other children online through abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

4. Graduated Sanctions

Learners, in Year 5 and 6 are allowed to bring mobile phones to school and to use them only within the rules laid down by the school. All sanctions must be lawful, reasonable in all the circumstances, and proportionate. We will take into account any relevant special circumstances, including the pupil's age, any SEN or disability they have, and any religious requirements affecting them.

Our graduated response to online behaviour incidents includes:

Low-level incidents:
- Discussion with pupil about appropriate online behaviour
- Parental contact and involvement
- Loss of privileges (e.g., supervised internet access)
- Loss of lunchtimes / playtimes

Moderate incidents:
- Formal meeting with parents/carers
- Internal isolation
- Removal from lessons
- Fixed-term exclusion

Serious incidents:
Where incidents involve sexual violence, sexual harassment, or the non-consensual sharing of nude and semi-nude images, these will be treated as serious safeguarding concerns.

Sanctions may include:
- Extended fixed-term exclusion
- Permanent exclusion (in the most serious cases)
- Referral to external agencies

We can sanction pupils for poor behaviour that happens online, occurs when the pupil is wearing school uniform or is in some other way identifiable as a pupil at our school, or could have repercussions for the orderly running of the school or poses a threat to another pupil.

5. Recording and Monitoring Online Incidents

All safeguarding concerns about a child should be recorded on MyConcern. If we think an incident is a child protection concern, we will follow our safeguarding recording procedures to record it, as well as report it to the relevant agency.

All online behaviour incidents will be:
- Recorded on MyConcern
- Logged with details including: date, time, nature of incident, pupils involved, action taken
- Monitored by the Designated Safeguarding Lead and senior leadership team
- Analysed regularly to identify patterns or trends
- Included in records and analysis of bullying, discriminatory and prejudiced behaviour for Governors and Ofsted inspection purposes

6. When Online Behaviour Becomes a Safeguarding Concern

We will report bullying incidents to our LA's children's social care team (and the police, if appropriate), if we think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm".

Online behaviour will be treated as a safeguarding concern when:
- There are concerns regarding child-on-child abuse
- Incidents involve sexual violence or sexual harassment

- There is non-consensual sharing of nude and semi-nude images
- The incident could constitute a criminal offence
- There is evidence of grooming or exploitation
- A pupil is at risk of significant harm

In such cases, staff will immediately inform the Designated Safeguarding Lead (or deputy), who will assess the situation and take appropriate action, which may include referral to children's social care and/or the police.

7. Links to Other Policies

This section should be read in conjunction with:
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Online Safety and AI policy

8. Staff Training and Awareness

All staff will receive appropriate safeguarding and child protection training (including online safety) at induction, with regular updates at least annually.

This policy section reflects our commitment to keeping children safe both online and offline, in line with our statutory duties under Keeping Children Safe in Education 2025.