



St Mary's Cockerton CE Primary School

Behaviour Policy

Date adopted: 1st September 2021

Approved by: Executive Principal

Reviewed: 8th February 2023

Next Review: As required

'This is how we do it here'

Contents

Our purpose:.....	3
Our aims:	3
Our expectations:	3
Praise	4
De-escalation	4
Extreme Behaviour including Bullying.....	6
Physical Intervention	6
Child on Child Abuse (including Sexual Abuse and Harassment)	6
Behaviour outside of school premises	6
Suspension.....	7
Data collection and behaviour evaluation.....	7
Appendix A	8

To be successful learners everyone must take pride in their place within their school within St Mary's Cockerton CE Primary School by;

- Being safe
- Being Respectful
- Being ready

'This is how we do it here'

Our purpose:

- That, in our Church school, everyone feels safe, respected and valued
- That, in our Church school, our environment is calm and positive
- That, in our Church school, we reflect and solve problems together

Our aims:

- To provide a safe and caring environment
- To create a culture of exceptionally good behaviour
- To ensure all learners are treated fairly, shown respect and promote good relationships
- To refuse to give attention and importance for poor conduct
- To support learners to control their behaviours and be responsible for the consequences of it, reflecting on what they could have done differently and how they are going to build bridges/make peace with people whom their behaviour might have affected developing mutual respect for each other, reconciliation and forgiveness
- To build a community based on our core values of love, hope, trust, compassion, forgiveness, wisdom and thankfulness to enable every member our family to be the best that they can be, achieving their greatest potential academically, socially and spiritually
- To promote cohesion through improved relationships

The visible consistencies that ripple through every interaction on behaviour ensures our learners are treated as valued individuals who respect, accept and aim to achieve the exemplary standards we expect.

Our expectations:

ALL staff will:

- Meet and greet
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and positive relationships
- Establish clear routines to teach and reinforce expected behaviour
- Use visible recognition – personal, sincere praise for effort
- Be calm
- Follow up every time
- Never ignore poor behaviour choices but will always stop, notice, remind

In addition to the above the Senior Leadership Team will:

- Be a daily, visible presence around school particularly at playtimes and lunchtimes
- Regularly praise children whose efforts go above and beyond expectations
- Support all staff in managing behaviour
- Regularly review provision for children who fall beyond the range of written policy
- Support alongside staff when required to complete follow-up restorative conversations

All families will be asked to sign up to our 'This is how we do it here' pledge when they join our school family (Appendix A)

Praise

Extrinsic reward does little to increase intrinsic motivation – very little real learning takes place when children are disciplined using rewards as children are simply complying because they want what is on offer.

Our focus is on praise which is always:

- Based on what is 'above and beyond' what is expected
- Specific
- Focused on effort and learning
- Targeted on areas the children have the power to change
- Appreciative and/or descriptive

House Points form the backbone of our rewards system and can be given by any member of staff. The house point system will have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils. A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to our thriving school culture.

The school is divided into teams called 'houses' (Red, Yellow, Blue, Green). Each child is allocated to a house when they join the school with siblings in the same houses. The British value of Democracy is used to give children the opportunity to put themselves forward to stand or House Team Captain and Vice-Captain (Year 5 and Year 6) and the other children are given the opportunity to vote for who they would like to lead their House Team after hearing their pledge. House Team Captains and Vice Captains will have opportunities to mentor their house members and get to know them individually, which helps to build good relationships. The children will sit in their House Teams during Friday's House Team Assembly following Family Worship.

Pupils earn house points for going above and beyond – not for doing what is expected. The Executive Principal may award a 'Golden Token', which is the equivalent of 10 house points. Houses also compete with one another, often at sports and in other ways, providing a focus for teamwork and group loyalty.

The children receive a tangible token to deposit in a their House Team's central collection jar giving further motivation to the children as they see their teams tokens accumulating over a period of time and reminding them of their contribution.

At the end of the each term, the 'winning' house is announced and rewarded with the House Team Trophy and given the opportunity to celebrate their achievement.

De-escalation

Our five steps for de-escalating negative behaviour choices are:

- **S**tay calm – be gentle
- **P**roper expectations
- **A**ffinity with the child – use child's name, at child level
- **C**onnections and containing emotions – deliver message
- **E**xplaining and setting a good example

In practical terms, putting **SPACE** between the child's actions and our intervention is through the stepped boundaries as follows:

	Redirection	Non-verbal cues, acknowledgement, adjustment of seating plan
	Reminder	I notice you chose to..... (noticed behaviour) This is a reminder that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening
	Warning	I notice you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes at the end of the lesson. If you choose to break the rules again you leave me with no choice but to ask you to move to Do you remember when (model previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation. <i>Resisting long discussions, putting energy into learner and their learning</i>
	Calming Time (cpoms log)	I noticed you chose to (noticed behaviour) You need to: Go to.... (alternative space in the classroom) Go to Class ... with the timer for ... minutes (<i>another child escorts or the internal phone is used to request SLT support</i>) Go and sit with the AVP/VP/EP (<i>as above</i>) I will speak with you at the end of the timer, thank you for listening.
	The Follow-Up	Before the next lesson, a short discussion focused on learning and repair using the Restorative Five Questions: <ol style="list-style-type: none">1. What happened?2. What have you thought since?3. Who has been affected? (<i>may include those who were affected if appropriate</i>)4. What should we do to put things right? (<i>to include proportionate consequences as appropriate</i>)5. How can we do things differently in the future?
<p>If professional judgement means a senior member of staff needs to be part of the Follow-Up, the SLT will carry this out alongside the member of staff who follow the steps. Next steps will be agreed which could include contact with parents/carers.</p>		

For some children following our behaviour expectations may be beyond their developmental stage and in these cases bespoke positive behaviour plans, which may include a different reward system to reinforce positive behaviour, will be implemented in partnership with parents/carers.

Extreme Behaviour including Bullying

Racist incidents, bullying (defined as **Several Times On Purpose - STOP**), verbal abuse using offensive language including homophobic, biphobic and transphobic language and physical aggression are examples of extreme behaviour which must be dealt with by a member of the Senior Leadership Team using the Follow-Up script. Parents and Carers must also be contacted (included those of the victim). This must be logged using the relevant cpoms category. Further specific information is included in the Trust Anti-Bullying Policy.

Physical Intervention

In line with the Trust's Positive Handling and Restrictive Intervention Policy, physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

After an instance of physical intervention, the pupil will be immediately take to the Headteacher (or member of the SLT) and the pupil's parent will be contacted. The incident may result in a suspension inline with the Trust's policy. A report of the incident will be recorded on cpoms. Staff will always recognise and consider the vulnerability of pupils with SEND or medical conditions.

Child on Child Abuse (including Sexual Abuse and Harassment)

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour

conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Suspension

Suspension is seen as a last resort; after all other attempts to modify behaviour have failed. The school will follow the Trust Suspension Policy and DfE guidance should the Headteacher decide to issue a fixed term suspension. A permanent suspension is a very serious decision and the Headteacher must consult with the Trust CEO Body as soon as possible in such a case. The Trust Board must approve the decision to permanently exclude.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Appendix A

'This is how we do it here'

'I have come in order that you might have life in all its fullness.'

John 10:10

By stepping through our school gates we are saying that we will do our best to:

- Be safe
- Be respectful
- Be ready

We all immerse ourselves in the core behaviours that pervade all aspects of life in our school by:

- ✝ Meeting and greeting each other
- ✝ Referring to being 'Ready, Respectful, Safe'
- ✝ Modelling positive behaviours and positive relationships
- ✝ Being calm

We build a community based on our core Christian values of love, hope, trust, compassion, forgiveness, wisdom and thankfulness.

Positive, open and honest relationships support our children, their families, our staff and our community, shown through:

- ✓ Conversations
- ✓ Collaborations
- ✓ Celebrations
- ✓ Care

We believe that the above can be applied to all aspects of school life whether it be:

- Opportunities
- Punctuality
- Attendance
- Uniform
- Homework
- Curriculum
- Teaching
- Learning
- Developments
- Happiness
- Involvement
- Support

Child	
Parent(s) / Carer(s)	
Teachers	

Senior Leadership Team	

Date