

# **Cotherstone Primary School**



## **Behaviour Policy**

**Reviewed Date: October 2019**

**Reviewed: Annually**

## **A Policy for the Management of Behaviour**

### **1. Introduction**

The governors and staff of Cotherstone Primary School are committed to the view that the management of behaviour is an important issue and must not be left to chance.

The Governors and Staff see the purpose of behaviour management to be the promotion of good behaviour, and the establishment of clearly stated boundaries of acceptable behaviour.

### **2. Scope**

This policy statement relates to all children 4+ to 11+ at Cotherstone School.

### **3. Rationale**

It is important that children understand that School is a place of learning and that certain standards of behaviour are expected of them; they will be praised and rewarded for some behaviour but will be sanctioned for others. We hope that the values which we are trying to instill will remain with them throughout their lives.

### **4. Aims**

Our aims are:

- (a) to create within school a calm and purposeful atmosphere conducive to teaching and learning;
- (b) the promotion of a positive, caring and responsible attitude towards all members of the community (both inside and outside school); and
- (c) to show the same positive regard for individuals needs, rights and ownership of property.

We achieve this by:

having a school ethos which is one of friendly care, enabling staff to meet the needs of all children sensitively;

all adults in school modelling the type of behaviour encouraged by the school - respect, fair dealing, regard for each other, punctuality and orderliness;

promoting the highest possible consensus about standards of behaviour among staff, pupils and parents;

encouraging all staff to recognise and praise good behaviour as well as dealing with bad behaviour;

promoting a sense of commitment to the school among pupils and their parents;

making pupils feel that they are important as individuals and that their work is appreciated by writing encouraging comments, displaying work attractively and using rewards;

careful planning of the curriculum to provide interest, relevance, breadth, balance and accessibility to pupils of differing abilities;

by using Collective Worship, Religious Education, PHSE & C and the School Council to reinforce school rules and to promote acceptable behaviour;

entering into a 'Home-School Contract' with parents where behaviour is of concern;

showing children and staff that they are valued by providing the best possible working conditions;

including children in the care of the premises and fostering a sense of ownership;

including children in enhancement of the environment;

providing a high level of supervision at all times but especially playtimes, lunchtime and times of movement around the school;

providing the best pupil-teacher/pupil-adult ratio that the budget will allow;

positive recognition of individual worth;

understanding that "our success" is judged not by the absence of problems but how we deal with them;

encouraging parental involvement in childrens' education and the life of the school by well planned induction of pupils and by promoting a welcoming school environment;

working as a whole school team supporting each other and presenting a united front in dealing with unacceptable behaviour.

## **5. Code of Behaviour**

Each class, after debate, draws up its own Code of Behaviour which incorporates the ethos of the whole school but also adds others which are pertinent to the class. The Class Codes of Behaviour are displayed in each classroom.

### **Rough and tumble play**

Children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and need addressing.

- We recognize that rough and tumble play are normal for children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'
- We will develop strategies to contain play that are agreed with the children

and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We recognize that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. Through a range of activities such as drama, stories, PHSE we will help children to develop the social skills necessary to avoid hurtful behaviour.

## **6. Rewards**

These may include:

1. body language.
2. smiles and words of encouragement;
3. a sticker/awarding of reward points;
4. showing positive comment to another teacher/visitor/headteacher;
5. certificates sent home;
6. recognition given in Collective Worship - when awarding certificates fortnightly consideration is given to rewarding excellent behaviour;
7. informing parents formally;
8. Class rewards such as marbles in a jar, and when full the whole class receives a treat
9. House rewards ie ‘Little People’

A Reward Point system is in operation. Reward Points may be given for instance:

excellent behaviour, e.g. conforming, kindness to others, setting good example, good listening skills, politeness, excellent behaviour on playground, in dining hall, in collective worship and on leaving and entering school; good concentration (on task); consistently good effort; achievement of pre-determined criteria in a task,

Each child has a reward point card which children add their reward sticker to as they are awarded in accordance with their class policy.

It is accepted that equity between classes is difficult to achieve. It is therefore necessary to regularly monitor the Reward Point system, this will take place at a staff meeting each term.

Individual targets and rewards may need to be negotiated for those children who require a special educational or behavioural programme.

## **7. Sanctions**

The emphasis at all times is on the promotion and encouragement of good behaviour and working practices. The Class Code of Behaviour is well understood and prominently

displayed in all classrooms and it is anticipated that, in the majority of instances, a look or mention of the child's name will be sufficient reminder for a child to modify his/her behaviour

Staff communication is vital - any incidents which occur out of the classroom must be communicated to the class teacher.

When possible, sanctions should fit the misdemeanor e.g. dropping litter - pick it up.

Sanctions should be fairly and consistently applied. However, there must be flexibility in the use of sanctions to take account of individual circumstances.

Care should be taken that any withdrawal of privilege does not interfere with a child's entitlement under National Curriculum. Removal of reward points would not be considered an acceptable sanction though removal of marbles from the class jar would.

The attached list of sanctions (APPENDIX 'A') is incremental, but the point of entry and movement through the stages will differ according to the severity of the offence e.g. a look or warning may be sufficient in a minor 'talking out of turn' situation but immediate 'time out' may be necessary where physical aggression against another pupil is used. Progress through the stages will only occur in cases where a behaviour threatens the physical well-being or efficient education of other children, or damage to property.

Parents should be informed, by letter, at the earliest possible moment when a behavioural problem persists.

## **8. Behaviour Modification**

In cases of persistent unacceptable behaviour it will be necessary to initiate a behaviour modification programme. The Headteacher/Special Needs Co-Ordinator will contact and liaise closely with parents and the appropriate outside agencies. Targets will be set and rewards for achievement negotiated with the child and his/her parents.

Targets must be carefully chosen so that there is a good chance of success in the early stages.

## **9. Support Agencies**

Education Welfare Officer  
Educational Psychologist  
Learning Support Service  
Behaviour Support Service  
School Medical Service  
Parent Support Assistant  
Police

## **10. Training**

Staff are encouraged and supported to attend appropriate training courses organised by the L.A., schools and other bodies. In-school staff development will also be arranged when it is felt necessary. Where an individual is experiencing particular difficulties with a pupil, the Headteacher and staff, together with parents, aim to support in developing strategies which will help them to modify the pupil's behaviour.

## **11. Exclusion**

In extreme cases the Headteacher reserves the right to exclude pupils in consultation with the Governors. In such cases the Durham County guidelines will be followed. It is the responsibility of the school to ensure that during the first 5 days of an exclusion work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the sixth day of a permanent exclusion the LA is statutorily responsible for ensuring that suitable full-time education is provided. Following a fixed term exclusion from the sixth day the school has a duty to arrange suitable full-time education provision. For our school arrangements have been made for the child to attend Teesdale School accompanied by a member of our school staff with appropriate work for the child to complete.

## **12. Physical Restraint**

Physical restraint should be used only in exceptional circumstances. The physical restraint of a particular pupil, or pupils, should not be considered a regular or routine act. All incidents of physical restraint should be recorded on a Behavioural Incident Form (APPE NDIX 'B'). When possible, the headteacher or deputy headteacher should be called to use physical restraint.

See school policy on 'Care and Control of Pupils Policy'.

## **13. Power to search pupils for weapons**

The Violent Crime Reduction Act 2006, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. The legal power for school staff to search pupils currently only extends to weapons. If it is felt necessary for a pupil to be searched for e.g. illegal drugs or stolen property, this should be carried out by the police.

The Headteacher can conduct a 'without consent search' with another member of staff present, and can authorize (though not require) other staff members, to search pupils. The search should be conducted in a private place and must have two staff members present, and searchers must be the same sex as the pupil. The pupil can be required to remove outer clothing. If this is refused, a searcher can use reasonable force to remove it. The school can always call the police who will conduct the search should the staff not be able to or willing to conduct the search.

## **14. Review**

Review of the whole or part of this school's Management of Behaviour Policy will take place regularly and in the light of local and national developments.

## **15. Appendices**

'A' Sanctions

'B' Behaviour Incident Form

## Appendix 'A'

### (a) Playground Sanctions

1. Reminder to behave appropriately (private and verbal).
2. Formal warning – taking child to one side to remind them of expectations of Code of Behaviour.
3. Time out at side of playground or with adult on duty. After 3 minutes child is invited to return to play on promise of good behaviour.
4. Time spent with adult for remainder of playtime.
5. If unacceptable behaviour persists, across a period of time or for a severe incident (injury to child/property), Headteacher will complete Behavioural Incident Form (APPENDIX 'B') and telephone parents to discuss concerns.
6. Parents will be invited to school to discuss child's behaviour, identify problems, and negotiate rewards/sanctions. Behaviour modification programme will be initiated and advice will be sought from outside agencies (SENSS, Educational Psychologist, Educational and Behavioural Difficulties Unit).
7. Rights to extra-curricular activities and privileges will be removed.
8. To break pattern of unacceptable behaviour, parents will be requested to keep children at home during lunchtime for a specified period.
9. Exclusion for a fixed period.
10. The ultimate sanction is a permanent exclusion.

### (b) In-class Sanctions

1. Reminder (body language/look) to conform.
2. Name written on board.
3. Formal warning – taking child to one side to remind them of expectation of Code of Behaviour.
4. Child made to sit apart from class for 5 minutes.
5. Child sent to work in another class for 10 minutes – children from Class go to Class 2, Class 2 go to Class 3 and Class 3 children go to Class 1.
6. Children will miss a playtime by sitting in the school hall
7. If behaviour persists on return to classroom, child sent to work outside headteacher's office for the remainder of the session (or alternative if headteacher is not available)
8. If unacceptable behaviour persists, headteacher to complete Behavioural Incident Form and contact kept with parents by telephone.
9. Rights to extra-curricular activities and privileges will be removed.
10. Parents will be invited to school to discuss child's behaviour, identify problems, and negotiate rewards/sanctions. Behaviour modification programme will be initiated Involvement of outside agencies (Learning Support Service, Educational Psychologist, Behavioural Support Service).
11. Exclusion for a fixed period of time - can be up to 45 days during one school year.
12. Permanent exclusion.

We believe in the principle " **EVERY DAY IS A FRESH START** ". However incidents which occur late in the day will need to be followed up and managed appropriately on the next day.



# Cotherstone Primary School

APPENDIX B



## Record of Behaviour Incident

Name:	Date:	What	When												
Description:		Defiance Refusal to comply Hitting Pushing Kicking Swearing Arguing Verbal Abuse Talking Spitting Anger Outburst Equipment Abuse Biting Inattention	Classroom Toilets Lining up Assembly Walking around Playtime Lunch – hall Lunch – outside Lunch – inside Home time												
		Time:	Recorded by:												
		Initiated by child	Child retaliated												
Action Taken: <table border="0" style="display: inline-table; vertical-align: top;"> <tr> <td>Lunchtime detention</td> <td>Sent to senior member of staff</td> <td>Internal exclusion</td> </tr> <tr> <td>Breaktime detention</td> <td>Time out on yard</td> <td>Stood out</td> </tr> <tr> <td>Spoken to</td> <td>Serious incident procedure</td> <td>Letter home</td> </tr> <tr> <td>Time out in different class</td> <td>Last to dinner</td> <td>Exclusion</td> </tr> </table>				Lunchtime detention	Sent to senior member of staff	Internal exclusion	Breaktime detention	Time out on yard	Stood out	Spoken to	Serious incident procedure	Letter home	Time out in different class	Last to dinner	Exclusion
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Spoken to	Serious incident procedure	Letter home													
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Other action taken. Please specify:															