

Cookridge Primary School Behaviour Policy



Adopted by Governing Body – February 2020

Review – February 2022

***The Behaviour Policy will be published
on the school website.***

‘Together We Achieve the Extraordinary’



'Together we achieve the Extraordinary'

We are passionate about making a difference every day and believe that our children should be at the heart of everything we do. The environment and curriculum we provide creates learning that is fun, active and personalised, inspiring all to achieve their very best.

GOVERNORS STATEMENT

The Governors at Cookridge Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Cookridge Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations and support the development of our pupils as effective and responsible citizens.

AIMS OF THIS POLICY

- To set out guidelines so that the behaviour management systems and processes can work alongside our restorative practice ethos (please see Restorative Practice Policy).
- To foster a learning environment that promotes positive caring attitudes towards everyone; where achievements at all levels are acknowledged and valued.
- To have a provision that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school.
- To make boundaries of acceptable behaviour clear.
- To ensure safety, and ensure all staff and pupils feel safe at all times.
- To involve parents, pupils and staff in the implementation of this policy.

HEAD TEACHER'S ROLE

Overall responsibility for maintaining positive discipline throughout the school lies with the Head teacher.

The Head teacher's role includes:

- establishing a culture of positive behaviour and monitoring a consistent approach across school using restorative practice doctrine.
- Celebrating positive behaviour and instilling a sense of pride in those pupils achieving expected standards of behaviour.
- Supporting staff in managing behaviour through clear policy and procedures.
- Monitoring incidences of all behaviours and taking swift and decisive action to ensure the safety and wellbeing of all pupils.

SENIOR LEADERSHIP ROLE

- Overall responsibility for maintaining positive discipline throughout their age phase and liaison with the Head Teacher.
- Managing the induction of new staff to ensure they adopt the policy and maintain a consistent approach to behaviour management and the restorative ethos.

CLASS TEACHER'S ROLE

The class teachers' role is critical to nurturing caring, positive and collaborative relationships with pupils. A climate of high levels of pupil engagement, effort, co-operation and mutual respect should be created as



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part of the culture of the classroom. All adult interactions with children should follow and model our restorative practice ethos and model mutual respect, fairness, consistency, encouragement and praise. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Create an environment that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for their own behaviour.
- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children.
- Have a consistent approach to behaviour following the Behaviour Policy and maintain Individual Behaviour Plans for pupils identified as needing specialised help with their behaviour.
- Know each pupil as an individual and be aware of their (special) needs.
- Keep a written record using the 'Good to be Green' behaviour logs and ensure that the Head teacher/SLT are informed of any red/yellow incidents within that same day.
- Involve parents, pupils and staff in the implementation of this policy.

THE ROLE OF SUPPORT AND LUNCH TIME STAFF

- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children in a restorative manner.
- Have a consistent approach to behaviour following the behaviour/restorative practice policies and maintain Individual Behaviour Plans for pupils with support from SLT and teachers.
- Keep a written record of all incidents and ensure that the class teacher is informed of any incidents through the 'Good to be Green' behaviour logs.

RULES

In order to have a provision that promotes self-esteem, self-discipline and independence, we have to have a consistent approach to behaviour throughout the school. **The Cookridge Conduct Behaviours (page 5)** provide such boundaries and should be referred to as a point of reference by all adults in school.

REWARDS

Class teachers may also send pupils to members of the SLT/Head teacher for individual achievements where pupils will receive praise, a sticker and a prize from the Head teacher's treasure box.

Each week, one or more members of the class will be nominated by the class teacher each week to receive a **Learnatics' certificate**. These certificate awards will also be given in Celebration Assembly each week. Pupils are also encouraged to bring in any awards they have achieved outside of school as it is important to us that these are also celebrated.

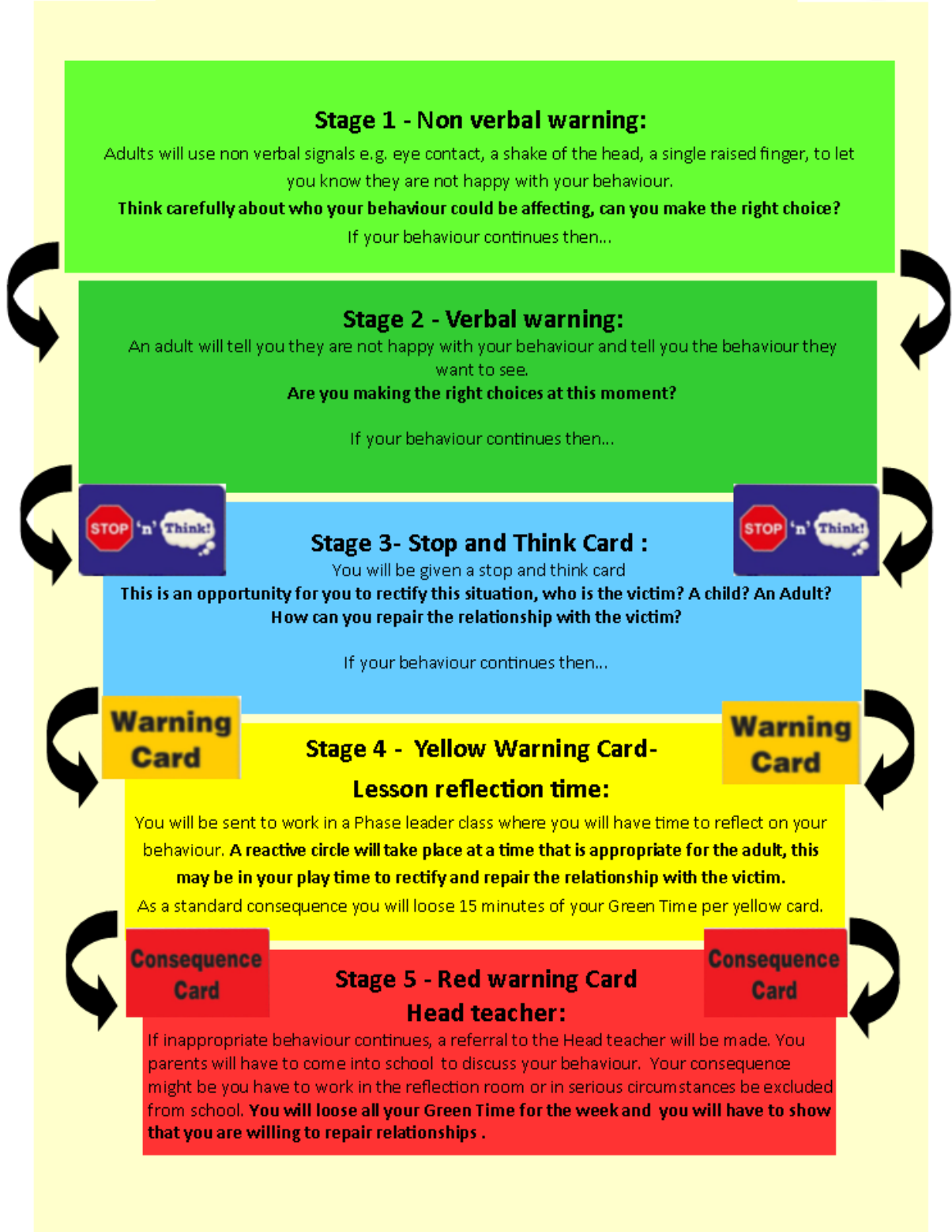
Excellent attendance is also celebrated in Celebration Assembly with weekly class attendance being displayed and termly attendance trips for the class achieving the highest percentage.

SANCTIONS – The following sequence of steps are followed for unwanted behaviours displayed in school.



Good to be Green Behaviour Sanctions

If you don't follow the Cookridge Good to be Green Code then adults will follow the steps below:





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Children are given the opportunity to rectify their behaviour before they receive a yellow or red card unless the behaviour/s displayed meets the criteria set out below and after a conclusive outcome has been obtained from a reactive circle (See Restorative Practice Policy):

| |
|--|
| Persistent behaviours |
| Homework |
| Swearing (not at someone) |
| Defending yourself in a physical or verbal manner |
| Rudeness to adults |
| Rudeness to children |
| Name calling |
| Play fighting |
| Lying |
| Physical Violence |
| Swearing at a person |
| Racism |
| Vandalism |
| Bullying (Persistent unkind behaviour towards the same person) |
| Discrimination |
| Stealing |
| Persistent Lying |
| Homework – 2 weeks in succession |

Behaviours

These behaviours and categorisations have been determined through pupil and staff voice and are fluid according to the impact they have on overall behaviours. If any changes are needed then staff and pupils will discuss changes together with the support of the Restorative Practice Representatives.

PLAYGROUND

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through team points and praise. In order to maintain the safety and wellbeing of all pupils, ALL incidences of misconduct in the playground will be recorded using the 'Good to be Green' behaviour logs.

If a single/group of child/ren are consistently breaking the conduct behaviours, a member of staff might be required to monitor and record their behaviours on the attached form (appendix 1).

RISK ASSESSMENTS

When a child consistently displays unsafe behaviours within school, a risk assessment will be written to assess whether in line with the duty of care the safety of that child and all other members of Cookridge Primary School can be maintained. In some cases, such as school trips, children with behaviour risk assessments may not be able to participate if it is felt that the risk cannot be managed effectively and all other alternatives are beyond reasonable adjustment.

PHYSICAL INTERVENTION

A small minority of pupils might require the use of positive handling techniques in order to ensure their safety, the safety of others, limit damage to property or to maintain the good order and discipline within the classroom. In such circumstances, the Head teacher and any member of staff chosen (preferably with



Team Teach training) may do this. At this point, a positive handling form needs to be completed and logged and parents will be informed of the incident by SLT or the Head Teacher. However, in some circumstances, at the decision of the most senior member of staff involved in the incident, the decision to remove other children from the situation maybe the most appropriate and safest for all involved.

PARENTS ROLE

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education

COMMUNICATING WITH PARENTS

We support the early intervention of behaviours causing concern and work in partnership with parent/carers to support individuals and families. A high level of cooperation and open communication is seen as an important factor encouraging positive behaviour in the school. Meetings following negative behaviours will be scheduled so that parent/carers, school staff and the child can attend and discuss the incidences. It is vital that parent/carers attend meetings with school based staff in an appropriate manner and are able to act as role models for their children in the appropriate way to speak to adults. Where this is not possible, the meeting will be adjourned and re-scheduled. Following exclusion, children are not to return to school until an appropriate conversation has taken place between all parties.

Structures designed to maintain a high level of communication between staff, pupils and parent/carers have been established and are reviewed regularly. Parents are encouraged to talk in confidence to teachers or other members of staff about any significant developments in a child's life, in their past or present, which may affect the child's behaviour.

If disruptive behaviour becomes a frequent occurrence from a group of pupils or an individual, we will evaluate school procedures and seek external advice from colleagues at Leeds City Council in managing the behaviours. Individual pupils may require an Individual Behaviour Plan to work through a period of persistent misconduct. Where a pupil is under the guidance of an Individual Behaviour Plan, their behaviour **may** be managed in ways outside of this policy. We reserve the right to agree IBP's with parents and pupils where this is appropriate and are not able to discuss the conduct of and provision for individual pupils with non-family members.

POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, may result in a sanction from school at the discretion of SLT/Head teacher.

School may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;



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- misbehaving at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the school.

School reserves the right to confiscate pupil's property and has the power to search without consent for any prohibited items (Education Act 1996)

The safeguarding of all pupils and staff including SEN is of paramount concern to us and every step will be taken to ensure that pupils at Cookridge are happy, safe and in an environment that fosters learning and wellbeing in accordance with the school's legal duties under the Equalities Act 2010.

| Date Agreed | Written By | Review date |
|-----------------------------|-------------------|--------------------|
| January 2020 | L. Hunter | January 2021 |
| Signed (Headteacher) | | |
| Chair of Governors) | | |



(Appendix 1)

Behaviour/Incident Report Form

Name of Child _____ Class _____ Date _____

Main Staff Member _____ Other Staff Involved _____

| Behaviour | Time | Location |
|--|------|----------|
| E.g. verbal abuse pupil/adult, refusal | | |

Details of Incident:

| Follow up: | Who: |
|------------|------|
| | |

Outcome

Pupil Voice:

(Appendix 2)

Cookridge Primary School Target Card



| | 9-10.30 | Playtime | 10.45-12 | Lunchtime | 1-2 | 2-3 | ?/6 |
|-----------|---------|----------|----------|-----------|-----|-----|-----|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |