



Cabot Primary School

Learn together, respect each other, achieve forever

Behaviour Policy

Adopted: September 2015

Review Date	Details	Owned by/linked to
September 2017		School Improvement Online Safety Safeguarding SMSC Anti-bullying PSHE
Amended September 2016	Some name changes and minor additions to reflect current practice	
December 2017	No changes	
January 2020	Removal of behaviour levels. Addition of more pro-active positive behaviour strategies. Addition of de-escalation strategies section	
May 2020	Covid 19 update	
September 2020	Updates in line with Full School's Opening guidance Review of Policy with staff	
September 2021		

This policy has been amended to outline Cabot Primary School's intention to support with the implementation of behaviour strategies with reference to adjustments need to support Covid aware practice

Cabot Primary School

Governors' Written Statement of Behaviour Principles

Background

The governing body has a duty to produce and review a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils that form the school's Behaviour Policy. We will review this statement annually to ensure it is still appropriate and that any legislative changes that may affect the Behaviour Policy are responded to in a timely manner.

In making this statement we have consulted parents, pupils, school staff and the Headteacher, through the school newsletter and website, the School Council and staff meetings. We have reviewed Department for Education statutory guidance and referred to the Governor's Guide to the Law.

This statement is placed on the school website in accordance with The School Information (England) (Amendment) Regulations 2012.

Policy content and principles

In line with statutory guidance, the following is covered in the school's Behaviour Policy:

- the school rules
- screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- the power to use reasonable force or make other physical contact (making reasonable adjustments for disabled children and children with special educational needs);
- the power to discipline for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff (s. 89 of the Education and Inspections Act 2006);
- pastoral care for school staff accused of misconduct; and
- when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In addition to the guidance provided by Department for Education documents, this policy also references effective practice identified from published research. A list of published materials and recommended reading can be found at the end of this document.

The Behaviour Policy complies with the Equality Act (EA) 2010 and schools, May 2014, which outlaws less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, race, sex and sexual orientation (the protected characteristics). In particular it has due regard to the need to eliminate discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity; and foster good relations between those who share a protected characteristic and those who do not.

Measures to encourage good behaviour and prevent all forms of bullying form part of the policy and these measures are communicated to all pupils, school staff and parents.

The policy does not discriminate against disabled people in their access to education for reasons relating to their disability, and together with other relevant policies over time enables increased access to the school by disabled pupils.

The policy makes it clear that whilst employees or pupils are not be exposed to inappropriate health and safety risks, changes to policies/procedures and/or the provision of training may mitigate any health and safety risks that arise in relation to disabled people or pupils.

Fixed Term Exclusions are used when behaviours are causing (or very likely to cause) injury to adults or pupils (including themselves) or significant damage to property. Repeated fixed term exclusions may result in a permanent exclusion.

The Behaviour Policy has regard to safeguarding, pupil safety being paramount, and promotes pupil welfare.

Cabot Primary School

Our Vision and Values

At the heart of Cabot Primary School is a belief that school is a place where everybody feels valued and respected. Everyone is proud of their personal achievements and the achievement of the school.

We believe that school must be a welcoming and caring place for all. We recognise that children, families, staff and the local community all must work in partnership for our children to achieve their full potential.

We have a commitment to providing our children with a quality education that is broad, balanced, challenging and fun. We believe in setting high expectations in all areas of school life to ensure that children have the opportunity to do their best, where all are inspired and encouraged to have high expectations.

By creating a safe and secure learning environment, we believe that our children are motivated to discover their talents, develop their interests and have the self confidence to become successful lifelong learners.

We aim to develop the following key characteristics in our children:

Our School Values:

Partnership

Inclusion

Excellence

Successful Learning Dispositions:

Critical Curiosity

Working Together

Strategic Awareness

Making Connections

Resilience

Changing and Learning

Creativity

Rationale

At Cabot Primary School we believe that it is essential for everybody to create a caring, supportive, positive culture and environment for all. Children and adults thrive in a calm and purposeful learning community that respects and values every individual. We believe strongly that an emotionally literate school with a clear, ethos, culture and policy of positive behaviour management helps support the social and emotional aspects of learning and behaviour patterns of our children and staff.

Aims

- To create an enriched emotionally literate environment that is safe and secure.
- To create calm and purposeful learning environments where children can learn with confidence.
- To foster and maintain respect for ourselves and others, our culture and backgrounds, well-being and property.
- To encourage all children to take responsibility for their own choices, develop self-discipline, self-control and independence.
- To celebrate diversity, promote inclusion and enhance positive relationships in school.
- To enhance the quality of the learning and teaching through positive behaviour management and equality of access.
- To encourage children to reach their full potential by recognising their achievements and scaffolding their learning.
- To work with the extended school's partnership to support the community by offering access to a wide range of services and activities.
- To work in partnership with parents through effective communication to establish high expectation of behaviour and celebrate achievements.

Guidelines

Cabot primary school has worked with the local authority, governors, parents, staff and children to design a policy and procedures that support and foster an environment, culture and ethos of positive behaviour. This policy will encourage and nurture good behaviour patterns for life. This policy sets out our systems and strategies that will help support the good behaviour of our learning community.

It sets out clear guidelines and roles and responsibilities to ensure that policy is practice and to allow the effective communication of our shared vision and expectations.

It is our belief that good behaviour stems from excellent relationships, clear expectations that have been communicated effectively and are modelled and challenged by all and by recognising and valuing achievement. It is also important to understand that we all make mistakes and that we can apologise and move forward without carrying our mistakes with us.

There are many complex reasons why behaviour expectations are not met and it is the duty of every adult to look carefully behind the behaviour to identify the underlying causes and support and tackle these hidden issues.

Strategies for supporting Good Behaviour

- Learning and teaching styles.
- Reinforcement of Learning Dispositions.
- Assessment for learning.
- Inclusion for all pupils.
- A curriculum that is exciting and engaging and reflects and values the community's cultural, social and linguistic diversity.
- Good classroom organisation and prior preparation.
- Self-evaluation.

School Rules: to be displayed in class

- **Keep hands and feet to ourselves**
- **Follow instructions by all adults**
- **Take care of everyone and everything in our school**
- **Focus on our learning and let others learn**
- **Speak kindly, quietly and respectfully.**

Positive Behaviour Strategies

Whole-school

- All staff understand and demonstrate the school's core beliefs and values.
- A focus on learning from all adults in school and the community.
- Positive behaviour, wherever it is observed, is noted and celebrated.
- Parents/carers contribute to the school's positive behaviour ethos.
- **Behaviours we would like to see are taught explicitly through all curriculum areas including a clear PHSE focussed curriculum across the school.**
- **Class** assemblies are used to promote and develop social and emotional skills.
- Clear boundaries of acceptable behaviour are established and shared.
- Achievements are rewarded to promote self-esteem **through class achievement Friday celebration** and star of the day.
- **Zoom whole school assembly**
- **Star of the week announcements on Fridays and letters home**
- **Children/classes zooming other teachers/classes to share learning**
- Marble jar rewards such as non-educational videos, will be used sparingly
- Children are supported by adults to resolve their own minor disputes (Peer mediators – friendship buddies).
- The school council is recognised and valued as the student voice.
- Good attendance and punctuality is promoted and rewarded.

- All staff use clear management signals i.e. quality audience, clapping, 1, 2, 3, 4, 5 to establish expectations to establish expectations.
Top Table Removed as a current strategy
Golden tickets removed as a current strategy – classes consider ways to reward for good transitions
- Children demonstrating consistently high standards of behaviour may be chosen as School Ambassadors to represent the school and demonstrate exemplary behaviour
- Friday class celebration – weekly successes for every child, this could be done with a powerpoint.

We do not give gifts or sweets/chocolate as rewards.

All rewards systems must be consistent across the school and approved by the SLT.

Headteacher's awards and stickers.

Teachers can send messages (email) to the Headteacher for children to be rewarded with an email when they feel it is appropriate. The email will be sent to the class email account, the teacher can then read the message out.

Achievement Assembly –

Assemblies in the hall with parents invited will not take place until it is safe to do so.

Instead, celebration will take place remotely via Zoom every Monday morning. The focus of the certificates alternates weekly between achievement in Reading, Writing, Maths and the School Values and Successful Learning Dispositions. Each class teacher will nominate 2 children who will receive an achievement certificate.

Classroom Level

- Each class will have an adapted Full Value Contract designed by the class that sets out the expectations of behaviour, this will be completed on the first day of return to school.
- The use of a quiet voice and a calm manner.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- The use of positive language to promote desirable behaviours.
- Classes will use rewards and motivational strategies that include House Points, postcards home, marble jar treats to value positive learning and behaviour in class.
- Every child is welcomed in to the class with positivity.
- Check in is a strategy that can be used to measure the emotional pulse of the class.

Individual child level

- Children are encouraged to take responsibility and engage peers in showing positive behaviours.
- **SLT/headteacher emails**
- Marking and feedback policy.
- Individual Behaviour Plans (IBPs) that are shared with the pupil, parents and staff for children who find the school behaviour code a challenge.
- For children who are at risk of exclusion, outside agency support will be requested (e.g, EWO, Ed Psych, counsellors, therapists)
- Vulnerable pupils with specific needs are referred to the Learning Mentor for additional support and mentoring.

De-escalation

- Despite good use of the above strategies and repeated reinforcement of the school's vision and values, it is likely that from time to time, some children will display challenging behaviours. Within this behaviour policy, there are clear sanctions to use and processes to follow when faced with unacceptable behaviour. However, where possible, as well as addressing unacceptable behaviours, staff should seek to de-escalate situations to prevent behaviours becoming worse and secondary behaviours developing. Depending on the context, groups and individuals involved, the following strategies could be used:
 - Clear instruction
 - Stating of desired behaviours
 - Praise for demonstrating positive behaviours
 - Offering clear choices
 - Distraction
 - Offers or reassurance
 - Early intervention to remove sources of frustration
 - Strategic ignoring of deliberate attention seeking behaviours
 - Change of face
 - Removal of audience to an outside space
 - Non confrontational body language (Calm stance)
 - Careful use of humour (used with utmost care not to laugh at pupils or make light of serious situations)

Unacceptable behaviours will always need addressing. Children need to feel safe that there are boundaries in place to enable themselves and others to feel safe and learn well. However, it may sometimes be appropriate to discuss concerns in more detail with a child or groups of children a later time and in a different context from when and where the behaviours take place. Sometimes, a private word with a pupil or opportunity to finish work at a different time may be appropriate instead of, or in addition to use of Reflection Time.

Thinking Space / Time Out

Children who are finding it difficult to control their emotions may choose to or be directed to spend time on a special **table in their own class. This area must then be cleansed by a member of staff in the bubble.** This will allow them to continue their learning or if this is not possible because of their emotional state, they can catch up during a supervised break time or lunchtime for a maximum of 10 minutes. **This will be supervised by a member of staff in**

the bubble. These learning sessions will be recorded and their impact reviewed and assessed. **Parents will be contacted by phone or email where necessary.** **Angry or upset children should not be touched in any way unless being positively handled by an appropriately trained adult or as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children. Children should be given space to calm down and supervised from a non-threatening and safe distance at all times.** This will protect children and adults and help prevent behaviour and incidents from escalating.

Handling Children

Children should only be positively handled by adults if they are likely to cause harm to themselves or others, or cause significant damage to property. Other options of preventing harm or damage should be considered before the use of positive handling. These may include, removing potential hazards from around a child or withdrawing other adults or children from within the child's proximity. Some members of staff who work with some of the most vulnerable children have been Team Teach trained in the use of positive handling. However, all staff can use their professional judgement to intervene as a last resort where health and safety is a concern but they must be aware of the risk this poses to themselves and children.

- **Adults should never be left alone with individual children in areas in which they cannot be supervised or seen.**

Reflection Time

When there has been the need to contact parents, or a child has been timed out, the child may need to spend morning break time reflecting with a member of staff from their bubble. This reflection will not necessarily be for the duration of break time, the child may re-join their class after the reflection conversation. This will give them the opportunity to reflect on their behavioural choices in relation to our school values. Children may not need to reflect if parental contact has been achieved and a successful discussion has been had. However, it may be appropriate to have a conversation with the child during the playtime if parental contact has not been made or the conversation was not successful. The time spent having this reflective conversation is what will make the difference, not the play time missed.

This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Inappropriate behaviour is a signal that at some level we are not meeting the needs of that child.

Meetings with parents and carers

Good communication with parents is essential for maintain positive home and school partnerships. Face to face meetings will be limited. Instead, discussions with parents will mostly take place via telephone. Where needed, socially distanced meetings will take place, following the most up to date Covid 19 guidelines.

Exclusions

The school follows national guidelines, policies and procedures when the regrettable decision to exclude a child is made.

These are outlined in the Exclusions from Maintained Schools, Academies and pupil referral units, September 2017 Copies can be obtained online or from the school office. This document outlines all appeals processes for parents.

[Removed in school exclusions as a strategy](#)

Staff CPD

[There are currently online resources to support staff CPD. See links below in:](#)

[Google drive/Curriculum/Staff training](#)

Further references to improving behaviour can be found in the following policies.

- Online Safety
- Safeguarding
- SMSC
- Anti bullying
- PSHE

Reference materials and recommended further reading:

Behaviour and Discipline in Schools, DFE 2016

Behaviour Management, A Whole School Approach, Bill Rogers

Classroom Behaviour, Bill Rogers

When the Adults Change, Everything Changes, Paul Dix

Taking Care of Behaviour, Paul Dix

The Team-Teach Workbook – Bernard Allen and George Matthews

Meeting 1

Dear Parents of

Unfortunately your child has broken the school rules and despite being given the opportunity to make the right choices, they were unable to improve their behaviour.

Please find details of the incident below.

Date:

Time:

Class:

Unacceptable behaviour:

The class teacher will give you more information which has been recorded in the class behaviour log that will be shown to you.

As this is the first time this term that this has happened you will need to make an appointment with the class teacher to discuss some effective strategies that can be used to ensure there is no repeat of this mistake.

If there is cause to send a second letter this term, it will be necessary for you to meet with the Key Stage 2 Leader Key Stage 1 Leader or the Learning Mentor and your child's class teacher.

If your child receives a third letter this term you will be asked to attend a meeting with the Head Teacher, or Deputy Head and the Learning Mentor.

Persistent poor behaviour could result in a fixed term exclusion and in extreme cases may result in permanent exclusion.

It is important that the school and family work in partnership to support the learning and behaviour of our children. All children deserve to be able to come to school and feel safe and secure, learning in a calm classroom environment.

Thank you for your assistance in helping to resolve this issue so that your child can reach their full potential.

Kind Regards

Tom Burton

Headteacher

Meeting 2

Dear Parents of _____ ,

Unfortunately your child has broken the school rules and despite being given the opportunity to make the right choices, they were unable to improve their behaviour.

Please find details of the incident below.

Date:

Time:

Class:

Unacceptable behaviour:

This is a serious concern.

As this is the second time this term that this has happened, you will be contacted to arrange an appointment with the class teacher and Key Stage 2 Leader the Key Stage 1 Leader or the Learning Mentor At this meeting there will be a discussion about the seriousness of the unacceptable behaviour as well as agreeing a range of strategies to deal with the issue.

If your child receives a third letter this term you will be asked to attend a meeting with the Head Teacher or Deputy Head and the Learning Mentor to discuss your child's behaviour record.

Persistent poor behaviour could result in a fixed term exclusion and in extreme cases may result in permanent exclusion.

It is important that the school and family work in partnership to support the learning and behaviour of our children. All children deserve to be able to come to school and feel safe and secure, learning in a calm classroom environment.

Thank you for your assistance in helping to resolve this issue so that your child can reach their full potential.

Kind Regards

Tom Burton

Headteacher

Meeting 3

Dear Parents of

Unfortunately your child has broken the school rules and despite being given the opportunity to make the right choices they were unable to improve their behaviour.

Please find details of the incident below.

Date:

Time:

Class:

Unacceptable behaviour:

This is now a very serious matter.

As this is the third time this term that this has happened it will be necessary to arrange an appointment with the class teacher, Head Teacher or Deputy Head and Learning Mentor.

At this meeting there will be a discussion about the seriousness of the unacceptable behaviour, any underlying issues that you would like to share, as well as agreeing a range of strategies to work together on to prevent the school from having to use a fixed term or permanent exclusion.

Continued poor behaviour could result in a fixed term exclusion and in extreme cases may result in permanent exclusion.

It is important that the school and family work in partnership to support the learning and behaviour of our children. All children deserve to be able to come to school and feel safe and secure, learning in a calm classroom environment.

Thank you for your assistance in helping to resolve this issue so that your child can reach their full potential.

Kind Regards

Tom Burton

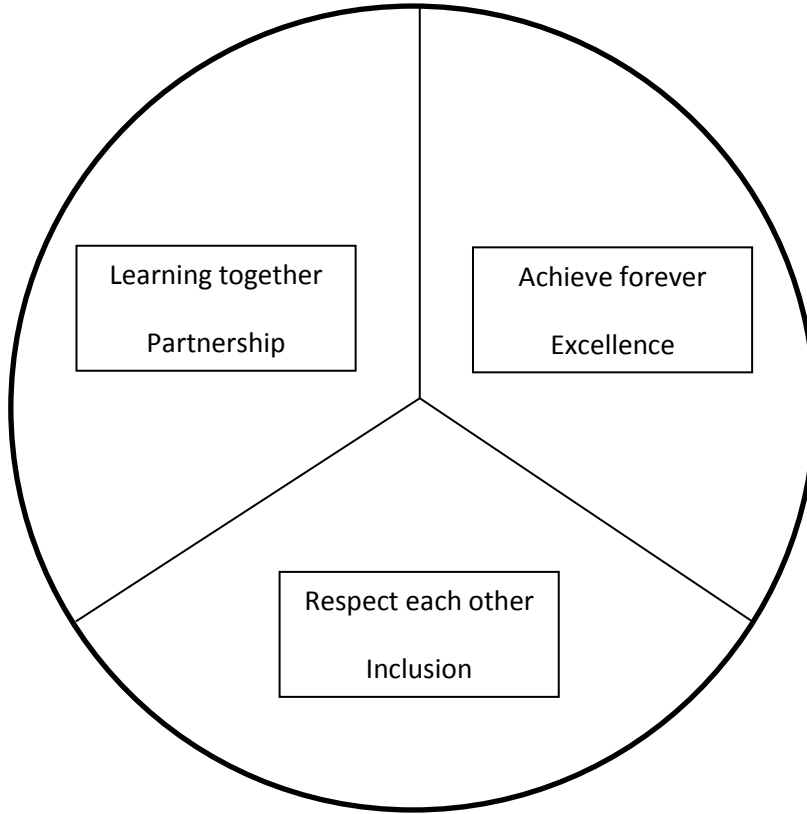
Headteacher

Behaviour think sheet

Name:

Date:

My behaviour did not follow the school's vision and values of:



Next time I will show these values by:

INDIVIDUAL BEHAVIOUR PLAN

Name:	Class:	Date:	Plan number:
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Nominated staff member to oversee plan:

Review date:

Strengths:

Identified motivators:

Aims:

-
-
-

Additional provision in place

Key issues	Intervention Strategies	Staff responsible	Pupil Targets	Success Criteria

Signed(child)(adult)(parent)

REVIEW DATE:

Key issues	What has worked?	Future Targets

Signed(child)(adult).....(parent)



Behaviour Improvement Report Card

Child's Name: _____

Week beginning: _____

	First session	Break	Second session	Lunchtime	Afternoon	HT/SLT comments
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

End of week review: Class teacher, SLT

