Behaviour Policy

1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> Outline how pupils are expected to behave

> Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

> Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on

> Behaviour and discipline in schools

> Searching, screening and confiscation at school

> The Equality Act 2010

> Keeping Children Safe in Education

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

> Section 89 of the Education and Inspections Act 2006.

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork

> Poor attitude, rudeness or disrespect

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic, transphobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit anoffence, or to cause personal injury to, or damage to the property of, any person (including thepupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group,where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures,unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites,messaging apps or gaming sites

AIMS:

● We aim to prevent bullying at Cobham Primary School by creating an ethos where pupils respecteach other and accept differences

● We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy

● We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and helpbuild an anti-bullying ethos in the school

● We aim to improve the play facilities so that we can provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

● We aim to produce a safe and secure environment where all can learn without anxiety

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

> Implementing the behaviour policy consistently

> Modelling positive behaviour

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Recording behaviour incidents where necessary

The leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

> Support their child in adhering to the pupil code of conduct

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

6. Cobham's Caring Code of Conduct (see separate document devised by school council)

- You have the right to share, care, be proud and successful
- You have the right and opportunity to express your opinions and differences with consideration of others' feelings.
- You have the right and opportunity to be part of a team, helping everyone to learn.
- You have the right and opportunity to play fairly during games and with equipment.
- You have the right to treasure and look after your school, each other, your belongings and yourself.
- You have the right to always try your hardest, be positive and persevere at all times with a smile!
- You have the responsibility to always display good manners by showing respect to the people around you.
- You have the right to share, care, be proud and successful.

Cobham's Rays of the Lighthouse

Cobham's TRUST Values

7. Rewards

Rewards:

There are many rewards systems in place, such as:

- positive praise and recognition of good behaviour, work, effort, attitude and improvement inany of these.
- Achievers' assembly-certificates for a great piece of work, effort, act of kindness or Trust Values/Rays of the Lighthouse having been used and/or displayed
- Stars of the Day working towards Bronze, Silver, Gold and Headteacher Badges worn with pride!
- Stars of the Week – afternoon tea with the Headteacher!
- House Point Cup and winner resulting in non -uniform day on a termly basis for winning house!
- Effort Cup, Citizenship Trophy, Talent Cup and Achievement Trophy chosen and presented 3 times a year
- Display of work
- Visit to the Headteacher

8. Sanctions

• Incidents at playtime are recorded in the playground books. This will help keep track of how often children are displaying inappropriate behaviour and therefore whether or not more intervention needs to take place.

MMS are responsible for reporting incidents of poor behaviour to class teachers / supervising adults at the end of lunch.

Class teachers / supervising adults are responsible for communicating behaviour incidents to parents.

• If inappropriate behaviour occurs at break times, the staff on duty need to deal with it immediately. Children will be asked to sit/stand at "time out" for an agreed amount of time in order to reflect on their inappropriate choices.

• If inappropriate behaviour continues over a period of time and the above procedures are not having an impact, then a Behaviour Support Plan may be drawn up and the following actions may occur:

- discussion between teacher/child/parent or carer – agreeing on targets for behaviour
- seclusion in school (supervised) child excluded from lunchtimes (if lunchtime related)
- schooling reduced to a part-time timetable
- fixed-term exclusion
- permanent exclusion

It can only be the decision of the Headteacher to seclude or exclude a child or reduce a pupil's timetable. It may also be necessary to involve out of school professionals, such as the Educational Psychologist, KCC Inclusion Officer, Community Paediatrician and the Pupil Referral Service throughout the above process. Children who display significant and /or persistent behavioural difficulties will be supported and monitored as appropriate

House Points:

House points are awarded to encourage positive and collaborative behaviour across the school with pupils being assigned to houses. This means that every pupil, in every class is working as part of their house and every point counts, so the contribution of every child is key.

House Captains are appointed in Year 6 to support their younger pupils across the school and encourage positive behaviours within their houses.

House points are counted weekly and celebrated at the end of each term resulting in the winning house having a non-uniform day.

9. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:
- Contact with parents
- Formal Warnings
- Fix term exclusion
- Permanent Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:

  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding policy on the school website.

9.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

› Taking part in any school-organised or school-related activity (e.g. school trips) › Travelling to or

from school

› Wearing school uniform

› In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

9.2 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the well-being needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the expectations and context for positive behaviour within the classroom. They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the Cobham Caring Code in their own classroom

> Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

> Hurting themselves or others

> Damaging property

Incidents of physical restraint must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents

10.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may bedifferentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educationalpsychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely tosuffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil

behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint if required.

Behaviour management will also form part of continuing professional development and additional specifictraining for certain behavioural needs is provided as required.

Staff training and support:
Induction training when a member of staff is new to the school takes place. Some staff may receive Team Teach training in order that where physical intervention is required they are able to assess risk and do so safely. Training will form the basis of light assertive sentences:
I have seen that you…
You need to…
I need to see you do…I
expect…
I know you will…
I heard what you said but you must…

13.   Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher annually. The 'ABC' of Strategies and Interventions will be used when training staff:

What led up to it?	What did the child do?	What happened next?
*Changing the **Antecedents:***	*Changing the **Behaviour:***	*Changing **Consequences:***
Avoid situations until you have taught the child how to cope with that situation. - Use **distraction** – offer alternative activity. - Ensure that **instructions can be understood** – be aware that non-compliance may indicate poor understanding of verbal instructions. - Give **clear rules**/say what the rule - Give an **early warning** of activity change. Support with visual clues - Have **realistic expectations** - age/stage appropriate - Look at the **environment**. - Does the layout/routine/range of equipment need adjustment? - Is there enough choice? - Do you need signing/symbols for communication? - Offer **choices**, - Get **full attention** before giving directions. Cue individual children in first. e.g. say their name, use touch or a visual cue card - Pre-empt with **positive attention** - Add an element of **fun/ humour**. **Analyse** observations: Are there personality clashes/inappropriate noise levels/particular times in the session children find difficult. **Liaise** with parents; find out what the child's specific triggers/ motivators are. **Anticipate** objects that may be thrown/used as weapons. Ensure these objects are inaccessible. Ensure that children are grouped with positive role models. - Establish a **signal** to act as a **Remove the threat of failure** for the child. Take the risk yourself, try saying *"I know this is difficult but let's have a go together".* **Rehearse** situations, behaviours, and reactions so the child is prepared.	**Divert** and **distract** - Teach **alternative behaviour** and give praise accordingly. e.g. asking for a toy instead of snatching, - State **what you want**, not - Model **positive behaviours**. - Use **"I" messages** which communicate adult feelings. (Emphasise the effect of the behaviour and not the child). - Seek **additional adult support** (particularly important with unsafe behaviour e.g. biting, when a child will need to be carefully monitored at least to the end of the session).	- Give **selective attention**. Ignore "inappropriate" behaviour (where it is safe to do so), praise "appropriate" behaviour. **Catch the child** being good and praise. Be specific – e.g. *good sitting* - Comment on **good role models** for partner play, sitting, sharing, helping. **Ignore and redirect**. Pass no comment on the behaviour and suggest an alternative activity. **Teach and reward** alternative behaviours e.g. *pushing to stroking* - Be **absolutely consistent**. At first, every incident of inappropriate behaviour needs dealing with, just as every example of appropriate behaviour needs encouraging. - Examine **staff ratios,** (particularly after unsafe behaviour such as biting).