

COBBS BROW SCHOOL

POLICY FOR

**BEHAVIOUR
MANAGEMENT**

Sept 2020

COBBS BROW PRIMARY SCHOOL

Behaviour Policy

PURPOSE OF THE POLICY

It is a primary aim of Cobbs Brow School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels **happy, safe and secure**.

Due to the current Coronavirus pandemic please refer to Annex A at the end of this document.

OUR AIMS FOR BEHAVIOUR are that all children will:

- be tolerant and understanding with consideration for the rights, views and property of others
- be respectful of self and others
- be truthful and honest
- build trust and faithfulness
- be polite and give forgiveness
- develop a responsible and co-operative attitude towards work and towards their roles in society
- achieve their potential in terms of self esteem, self discipline, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment.

Promoting such values assists in the preparation of the children for the responsibilities and duties of adult life and citizenship.

PRINCIPLES

The Behaviour Policy should be positive in that it enhances self-esteem, truth and good relationships and emphasises rewards rather than punishments. Rules are expressed in positive terms when possible.

- The Behaviour Policy should be clearly understood by all members of the school community - pupils, parents, governors, teaching and non-teaching staff. The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems if they are to succeed.
- Parents should be involved in all aspects of a child's development and should be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should also be drawn to the attention of parents.

At Cobbs Brow School we believe that good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place.

The purpose of our Behaviour Policy is:-

- To develop a shared understanding and a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To support staff through the identification of whole-school, effective systems and practices to foster good behaviour and provide measures for dealing with problematic behaviour;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.

RESPONSIBILITIES

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.

THE LEADERSHIP TEAM (governors, Head Teacher and senior staff) work toward the school's aims by:

- taking a lead in the establishment of a positive school ethos
- taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- recording and monitoring attendance and punctuality and responding firmly when either is poor
- recording and reporting incidents of serious misconduct
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

TEACHERS & STAFF work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and conduct
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour
- working collaboratively with a shared philosophy and commonality of practice.

PUPILS work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- contributing to the development of the school's code of behaviour
- conducting themselves in an orderly manner in line with this code
- taking growing responsibility for their environment and for their own learning and conduct.

PARENTS work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- providing prompt notes to explain all absences
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times.

PROCEDURES

FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL

COMMUNITY include:

- regular meetings of representatives of teaching and non-teaching staff to review behaviour issues
- a planned programme of professional development for teachers, classroom assistants, midday supervisors and administrative staff

FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS include

- open door policy
- regular informal contact with teachers who are always accessible to parents
- family assemblies, to which parents are invited
- good communication channels including newsletters from school, website, Moodle
- biannual parent's evenings
- a programme of open days, productions and PFA fund raising events
- an induction programme for children entering Reception
- a meeting with new parents which outlines the schools behaviour policy and explains the parents' role in this
- welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions
- welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- a clear policy for children with special needs (see Special Needs Policy)
- a procedure for the monitoring of homework and parental support with reading, involving a homework book or record card which is signed by parents each night
- valued parental suggestions
- early partnership through 'Play & Stay' -parent and toddler group and Cobbs Brow Little Acorns Nursery
- Links with St. John's Children's Centre & SHARES

FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR include

- a programme of Personal, Social, Health Education and Relationships Education designed to promote mutual respect, self discipline and social responsibility.
- a programme of Religious Education which includes ethical and moral issues (see RE Policy)
- Circle Time, a forum for discussion held in classes each half term.
- School Council meetings and Pupil Parliament
- the compilation of a set of Rules to begin the School Year by each class at the beginning of the Autumn term
- assemblies when a variety of issues are discussed.
- restorative behaviour strategies - children take responsibility for their own learning and reflect on what they have done and how they can make it better

FOR PROMOTING GOOD BEHAVIOUR include

- staff acting as role models
- staff offering guidance to children including praise and encouragement
- the provision of a creative curriculum designed to interest, stretch and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships
- a merit award system involving the distribution of stickers and other rewards for good work and behaviour at Friday Celebration Assemblies.
- provision of a wide variety of activities out of school
- restorative behaviour strategies
- award systems in class
- clear expectations and rules consistent through out school

FOR ELIMINATING UNDESIRABLE BEHAVIOUR include:

- clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff
- conscientious supervision of pupils at all times
- rapid and stringent response to incidents of bullying and racial or sexual harassment
- a readiness to tackle persistent behavioural problems through the special needs procedure (see Special Needs Policy)
- provision of activities to engage children's interest at lunchtimes

FOR PROMOTING CARE OF THE PHYSICAL ENVIRONMENT include:

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical, the implementation, of developments to the school environment
- the commitment of PFA funds to developments to the school environment
- a variety of security measures including movement internal door locks, sensitive lighting and alarm systems
- the work of the site supervisor who is able to respond rapidly to rectify any damage.
- child monitors have responsibility - dinner monitors, playground buddies and leaders
- staff and children are made aware of hazards and follow procedures to ensure a safe environment

SANCTIONS AND REWARDS

It is important for any behaviour policy to include a list of sanctions and rewards. It is unwise to reach the ultimate sanction too soon. In all behavioural actions, it is important that the pupil understands that it is the behaviour which is unacceptable, not the person.

REWARDS

Our emphasis should always be on the positive approach of encouragement and praise. When speaking to children, remarks should always include advice on how to improve and be constructive in approach.

Praise can be given in many ways, such as:

- a quiet word or encouraging smile
- a written comment on pupil's work
- a visit to a more senior member of staff for commendation eg a star or written comment
- a public word of praise in front of a group, class, or in assembly
- a system of merit marks or points in class
- use of school reports to comment on aspects of good behaviour in addition to good work
- a note or a brief word to parents.

SANCTIONS

When school rules are broken, all staff should act in such a way that:

- the child realises where the fault lies i.e. what they have done wrong.
- the child is asked to suggest the correct and accepted behaviour.
- if any sanction is to follow, it should be appropriate and proportional.

Suggested Sanctions:

There is an immediate checking of misbehaviour. This should include verbal or non verbal indications of disapproval. e.g a look, a quiet reminder, a chance to put right

A warning is then given and if behaviour continues:

- A minor penalty, where possible relevant to the offence - such as picking up litter for those who drop it.
- Repeated or extra work where presentation or content is clearly below the pupil's potential or class teacher's expectation.
- Loss of privileges, such as playtimes, lunch breaks etc.
- Community or school service e.g. tidying a resource area.
- Referral to class teacher, Head of department, deputy head and finally headteacher.
- Parental consultation. This should come at an early stage. Parents can often suggest reasons for possible changes in behaviour. It also provides joint and consistent action between school and home thus preventing the child to play one off on the other

As a next step:

- Placing on report. This will result when consistent acts of misbehaviour are

reported to the head. It may require the child to report to teachers or the head daily for a given time. The report will require comments from staff, head and parents.

Some behaviour may lead to:

- Withdrawal from a particular class for a period of time.
- Fixed term or permanent exclusion from school under the 1997 act. The headteacher follow current LCC guidelines

Detention

Whilst individuals may be given time to complete work, children must **NOT** be kept in class when other children have been sent home. If work is to be completed, it should be sent home with a note informing parents.

Cobbs Brow does not keep the whole class in as a blanket detention for the actions of one or two children

Corporal punishment

Section 47 of the 1986 Act had the effect of abolishing corporal punishment in all maintained schools and in respect of all pupils.

Violent Behaviour

Pupil v pupil

The first duty is of care. Participants should be separated as quickly as possible using the minimum amount of force necessary.

Medical attention to injured pupils is the next priority. If it requires the attention of a doctor, parents should be informed immediately of

- the incident
- any first aid treatment administered
- where relevant, the hospital the child has been taken.

An entry in the Accidents book should then be made.

Where pupils are emotionally disturbed, rather than physically injured, every effort should be made to ensure a 'cooling off' period in a quiet place, but under the supervision of a responsible adult.

The circumstances leading to the situation should then be investigated so that peaceful co-existence is restored. Parents should normally be informed as soon as possible and when necessary a meeting in school arranged.

Decisions as to any sanctions imposed will be dependent upon the seriousness of the incident, previous conduct and upon co-operation of parents.

Pupil v Member of staff

The Headteacher has the responsibility of supporting staff in the reasonable exercise of their professional duties.

- Verbal abuse towards teaching or non-teaching staff by a pupil should result in the immediate removal of the pupil from class or area. The pupil will then be sent to deputy or headteacher.

- Physical abuse on a member of staff should be followed by the immediate exclusion of the pupil until investigations have been concluded. In serious cases, Governors and LEA should be informed.

School has an additional policy sheet for care and control of pupils suggested by LCC.

Parents v Staff or other adults

Abusive or violent behaviour by parents should not be tolerated under any circumstances.

- Abuse should initially be met with a calm and professional response and an indication that it can have no place in discussion.
- Continued abuse should result in a request for the parent to leave the premises. Failure to do so should lead to Police being summoned.
- Any physical assault must be reported to the Police with a request for action.

Exclusion of Pupils

The staff and Governors of Cobbs Brow are committed to Inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. It is rarely appropriate for pupils with SEN to be excluded. All avenues will be explored before a decision is taken to exclude a child from school. Should exclusion prove necessary, procedures will follow strictly the guidance provided by the LA (Local Authority) and DfE (Department for Education).

Debarment during the mid-day break

Headteachers are entitled to debar pupils for the midday break. However, such actions will be carefully considered and will follow a series of other sanctions previously carried out.

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying should be dealt with very seriously and in accordance with the school's Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LCC procedures.

SEN

Children may not respond to our general Behaviour Policy because they have particular problems - learning, social, physical, emotional.

Concerns about particular pupils will be discussed with the Headteacher and SENCo and a Behaviour Plan drawn up in accordance with the SEN Policy.

The Behaviour Plan (IBP) should be shared with parents and pupils, and may require the support of outside agencies when all avenues have been exhausted school:

- Attendance Officer
- Educational Psychologist to develop strategies for emotional/behavioural
- problems
- School Nurse Service who can have useful home contacts and medical
- information.
- Pupil Referral Service to advise on Behaviour Plans and support pupils.
- CAMHS and IDSS
- Inclusion service

School Rules to be followed by all pupils.

The main aim of school rules must be to ensure the safety and well being of all children.

They should be listed as positively as possible. They should always stress a thoughtful and caring approach to relationships and actions.

All staff, children and parents should be aware of rules drawn up by school. Parents and school sign a home school agreement. Parents of new children to the school will receive a copy on admission to school along with the prospectus.

They should be as brief as possible, and take account of safety in school.

They should be displayed clearly in each class and main areas throughout school.

Please see Cobbs Brow Code of Conduct and Rules at the end of this document

Monitoring, Evaluation and Review

At Cobbs Brow School, we recognise that the development of our Behaviour policy is a cyclical and not a linear process. We will monitor, evaluate and review our policy on an annual basis, more often if required, so that it is part of an on-going cycle of change and review to ensure it is effective and meets the current needs of the school.

We will monitor:

- Consistent use of stated behaviour management by all staff
- Improvements in class management and its impact on learning
- Improvements generally in school and at playtimes
- Number of serious incidents logged

We will evaluate:

- Progress in relation to intended outcomes
- Unintended outcomes that manifest themselves
- The process of behaviour management

Typical questions we might ask are:-

- Has the policy met the original objectives/Governors' principles?
- Does the policy meet the single equality?
- What aspects of the policy/handbook have been helpful?
- What are the factors that contributed to success?
- If objectives have not been met, why haven't they?
- Does the policy need re-visiting?
- Where there unintended outcomes?
- Are there any factors which adversely affected progress?
- What else has been achieved (or lost) in the process which was not anticipated?
- Did the language of the policy ensure it is accessible to all staff and parents?
- Does the policy and handbook refer to all aspects of behaviour?
- Does it make clear the roles and responsibilities of all involved in the process?

We will review:

- In response to the answers to the above questions
- Taking account of any changes in the school population
- In response to parental perceptions

Annex A

In light of the need for children to behave differently when they return to school, and the new systems we have put in place to support that, we have included the additions below:

- Pupils must follow any altered routines for arrival or departure
- Pupils must follow school instructions on hygiene, such as handwashing and sanitising
- Pupils must observe social distancing and follow instructions on how to interact with each other safely
- Pupils must remain in designated areas outlined by staff and not move around the school building
- Pupils must follow the 'Catch it, kill it, bin it method when sneezing, coughing, and avoid touching your mouth, nose and eyes with hands
- Pupils must tell an adult if they are feeling unwell
- Pupils must not share equipment or other items including drinking bottles with other children
- Pupils must follow expectations about breaks or play times, and observe social distancing limiting contact with other children
- Pupils must only use the toilet one at a time
- Pupils must not spit
- If the above rules are broken this may result in a warning being given to the pupil. After two warnings parents may be asked to collect their child from school.

Evaluation and Review

This document was updated and modified through a process of consultation with teaching staff and Governors. It is the responsibility of all staff and governors to monitor their adherence to this policy. The policy is reviewed annually.

This policy was updated: Sept 2020

To be reviewed: Sept 2021

This policy was approved by the school governing body

Date _____

Signed _____ (Chair of Governors)

Cobbs Brow School: Code of Conduct

'Everyone will act with courtesy and consideration to others at all times.'

This means that:

- 1. You always try to understand other people's point of view.**
- 2. In class you make it as easy as possible for everyone to learn and for the teacher to teach.** (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)
- 3. You move gently and quietly about school.** (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.) In crowded areas **please keep to the left.**
- 4. You always speak politely to everyone** (even if you feel bad tempered! and use a low voice. Shouting is **always** discourteous.)
- 5. You are silent** whenever you are required to be.
- 6. You keep the school clean and tidy** so that it is a welcoming place we can all be proud of it. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other peoples work).
- 7. Out of school, walking locally or with a school group, you always remember that the schools reputation depends on the way you behave.**

Classroom Expectations

Classroom (including resource areas, libraries and the hall) are your places of work. Throughout school, we need to have clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

Start of Lessons

- * Enter rooms sensibly and go straight to your workplace or carpet area.

- * Take off and hang up any outdoor wear and bags in the cloakrooms properly.

- * Remain silent during registration, except to answer your name.

During Lessons

- * When your teacher talks to the whole class, remain silent and concentrate.

- * If the class is asked a question, put up your hand to answer: do not call out (unless you are asked for quick ideas.)

- * You are expected to work sensibly with your classmates: do not distract them.

- * If you arrive late without justifiable cause you will be asked to make up for the amount of time you missed in order to catch up with your work.

- * Eating, drinking and chewing are not allowed: if caught you will have to hand in any sweets or chewing gum.

- * Radios, mobile phones, comics, toys etc are not allowed in school. Please do not bring them in.

* You must not leave a lesson without permission from your teacher. Children, when allowed go to the toilet will go one at a time.

End of Lessons.

* You should not begin to pack away until your teacher tells you to.

* When told, stand and push in, stack or put up your chairs and pick up any litter.

* Only when the class is quiet will your teacher tell you to leave the room. At lunchtime, play time and hometime your teacher will lead the class out of the room and down the path or onto the play ground.

Finally, but most importantly:

Teachers are in the position of parents/guardians while you are in school. This means;

* There is NO excuse for rudeness, disrespect or insolence towards teachers.

* Any reasonable request from an adult in school should be carried out at once without arguments.

Breaking either of these basic rules will be treated as a VERY serious matter.

Restorative Approaches to Behaviour

1. What happened / what's happening?
2. What were you thinking / feeling at the time?
 - 2a. What do you feel / think now?
3. How have you and others been affected?
4. What do you need?
5. What do you need to do to put it right?