



BEHAVIOUR POLICY

(incorporating PDET’s Statement of Behaviour Principles)

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 1*.

(For a copy of the policy for a specific academy which includes Appendix 1 – see individual academy websites).

FINAL November 2021
Date for Next Revision – November 2022

Contents

1.	Written Statement of Behaviour Principles	3
2.	Aims	4
3.	Legislation and Statutory Requirements	4
4.	The Teaching and Encouragement of Good Behaviour	5
4.1	Rewards	5
4.2	High Quality Curriculum & Learning	5
5.	Unacceptable / Serious Unacceptable Behaviour	6
5.1	Definitions	6
5.2	Incidents of Unacceptable Behaviour	7
5.2.1	Bullying	7
5.2.2	Confiscation	9
5.2.3	Malicious Allegations	9
6.	Communication and Parental Partnership	9
7.	Pupil Support	10
8.	Positive Handling	10
9.	Alternative Provision	10
10.	Pupil Transition	11
11.	Roles and Responsibilities	11
11.1	Academy Governance Committees (AGCs)	11
11.2	Headteachers	11
11.3	Staff	11
11.4	Parents	11
11.5	Pupils	12
12.	Monitoring Arrangements	12
13.	Links with other policies	12
	Appendix 1	13

1. Peterborough Diocese Education Trust's Written Statement of Behaviour Principles

Peterborough Diocese Education Trust's (the Trust) vision is *'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'*

In order to flourish, children need an environment that encourages and reinforces good behaviour:

'start children off on the way they should go and when they are old they will not turn from it.'

Proverbs 22:6

The Trust wants children to live happy and fulfilled lives and to be active learners and active citizens. To enable children to do this, the Trust believes children need to have self-respect and high self-esteem and a sense of individual and collective responsibility. As a Trust, we believe all humans are created in the image of God and therefore have equal rights and responsibilities. Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility. In addition, we believe children should be taught how to live by Christian values and principles and how to put them into practice.

Underpinned by our Christian values, we are, therefore, committed to ensuring:

- Our pupils understand how they should treat other people and how they should expect to be treated.
- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.
- Our pupils take on moral responsibilities; care for each other; demonstrate good manners; show consideration; be trustworthy young people who show respect and love for each other and take responsibility for their actions.
- Our pupils develop positive attitudes to learning which includes developing a commitment to learning, resilience and taking pride in achievements.
- We teach good behaviour.
- All staff and volunteers demonstrate our values in everything they do, set an excellent example to pupils at all times and have positive relationships with pupils.
- All staff have high expectations for behaviour.
- All pupils, staff and visitors are non-discriminatory.
- Rewards, sanctions and, if necessary positive handling, are used effectively and consistently by staff, in line with this behaviour policy.
- A collective understanding (pupils, parents/carers and staff) of this behaviour policy.
- Involvement of families in behaviour incidents, where appropriate, to foster good relationships between the academy and a pupil's home life.
- Exclusions are only used as a last resort. Our exclusions policy outlines the processes involved in fixed term and permanent exclusions.

The Trust emphasises that we do not expect violence, threatening behaviour or bullying in our academies and this will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the Trust every year.

2. Aims

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching principles above. The individual academy's approach to behaviour is set out in *Appendix 1*. The policy aims to ensure academies across the Trust:

- Create a calm and orderly environment that encourages and reinforces good behaviour.
- Set clear routines and expectations for the behaviour of pupils across all aspects of academy life, not just in the classroom.
- Have a positive and respectful academy culture which promotes self-esteem, self-discipline and positive relationships between all members of the academy community and where pupils feel safe and can learn.
- Teach good behaviour.
- Define acceptable standards of behaviour.
- Provide a consistent approach to both good and unacceptable behaviour.
- Outline an academy's system of rewards and sanctions that are applied consistently and fairly by all staff.
- Define what is considered to be unacceptable behaviour, including bullying (including cyberbullying bullying, prejudice-based bullying and discriminatory bullying), peer-on-peer abuse (online and off line) and discriminatory behaviour and ensure such behaviour is dealt with quickly, consistently and effectively.
- Provide clarity regarding the roles and responsibilities of different people in the academy community with regards to behaviour.
- Encourage the involvement of the whole academy community in the implementation of this policy.

3. Legislation and statutory requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- 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.

This policy complies with the Trust's funding agreement and articles of association.

4. The Teaching and Encouragement of Good Behaviour

We believe that positive, good behaviour needs to be taught. First and foremost, good behaviour will be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years.

Behaviour expectations will be made explicit at all times. Strategies for encouraging good choices of behaviour are fundamental, as is a consistent approach across the academy:

4.1 Rewards, incentives and sanctions

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage, and help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions or consequences to register the disapproval of unacceptable behaviour. Most instances of poor choices of behaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the poor choice of behaviour / frequency of poor choice.

For details of an individual academy's rewards and sanctions – see [Appendix 1](#).

In addition, behaviour will be taught through the provision of the following:

4.2 High Quality Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor choices of behaviour. These should be achieved through:

- Planning for the needs of individual pupils.
- Lessons with clear objectives and success steps understood by the pupils.
- The active involvement of pupils in their own learning.
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others.
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

4.3 Effective Classroom Management

This should be achieved through:

- A classroom which provides a welcoming environment.
- A classroom environment which gives clear messages to the pupils about the extent to which they and their efforts are valued.
- Good relationships between teacher, support staff and pupils.
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older.
- Arrangements of furniture and access to resources as all have a bearing on the way pupils behave. Furniture should therefore be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

4.4 Good Behaviour at Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individuals who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils.
- Clear routines that are understood by all.
- Explicit expectations regarding what is acceptable and unacceptable behaviour.
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see [Appendix 1](#).

4.5 Good Behaviour Off-site

Sanctions may be applied where a pupil has behaved in an unacceptable way off-site when representing the academy, such as on an academy trip or on the way to or from the academy.

5. Unacceptable / Serious Unacceptable Behaviour

5.1 Definitions

Unacceptable behaviour is defined as:

- Non-compliant behaviour (to adult requests);
- Low level disruption in lessons and at unstructured times;
- Non-completion of classwork;
- Rudeness to adults and other pupils;
- Poor language.

Serious unacceptable behaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests);
- High level disruption in lessons and at unstructured times;
- Repeated breach of the academy rules;
- Threatening and / or intimidating behaviour;
- Verbal aggression;
- Swearing;
- Any form of bullying;
- Racist, sexist, homophobic or discriminatory behaviour;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexting;
- Physical aggression and / or violence;
- Vandalism;
- Theft;
- Smoking;
- Possession of any prohibited items. These are:
 - Knives or weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Tobacco and cigarette papers;
 - Fireworks;
 - Pornographic images.
- Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5.2 Incidents of Unacceptable Behaviour

5.2.1 Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

(Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against;
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident;
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

We recognise as a Trust that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils.
- Everyone has the right to feel welcome, secure and happy.
- Bullying of any sort prevents equality of opportunity.

- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's approach to preventing and addressing bullying are set out in [Appendix 1 / Anti-Bullying Policy](#).

5.2.2 Prohibited / Unacceptable Items Brought on Site

Any prohibited items (listed in Section 6.1) found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents/carers after discussion with senior leaders and parents/carers, if appropriate.

5.2.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

Please refer to the Trust's Allegations Policy for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

6. Communication and Parental Partnership

We give high priority to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents/carers and academies work together for the good of each child. Parents/carers are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental/carer participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if academies require their support in dealing with difficult issue of unacceptable behaviour.

Academies will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental/carer support will be sought in devising a plan of action.

7. Pupil Support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our academies' approach to unacceptable behaviour may be differentiated to cater to the needs of the pupil.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable 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 educational psychologist, medical practitioners and / or others, to identify or support specific needs. When high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents/carers to create the plan and review it on a regular basis.

8. Positive Handling

In some circumstances, it may be necessary for staff to use reasonable force to positively handle a pupil to prevent them being a risk to their own or others' safety.

Incidents of positive handling 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/carers.

Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes in MyConcern.

9. Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support

and advice from a range of professionals and in consultation with parents/carers. If alternative provision is accessed by a child, academies will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have an adequate quality assurance process in place. Academies will continue to take responsibility for pupils who access alternative provision.

10. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other academies / schools.

11. Roles and Responsibilities

11.1 Academy Governance Committees (AGCs)

AGCs are responsible for reviewing and approving, *Appendix 1* to this policy and for monitoring the implementation and effectiveness of this behaviour policy.

11.2 The Headteacher

The headteacher is responsible for reviewing *Appendix 1* of this policy to ensure it reflects their individual academy's approach, and for recommending approval of *Appendix 1* to the AGC.

The headteacher will implement this policy and will monitor how staff implement it.

11.3 Staff

Staff are responsible for:

- Demonstrating the academy's and the Trust's values in everything they do;
- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Teaching good behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents.

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

11.4 Parents/carers

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parents/carers are expected to:

- Support their child in adhering to the Pupil Code of Conduct;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Enter into a home / academy agreement.

11.5 Pupils

For an individual academy's Pupil Code of Conduct – see [Appendix 1](#).

12. Monitoring arrangements

This Behaviour policy will be reviewed by the Trust (and [Appendix 1](#) by the Headteacher and AGC) every year.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling policy
- Safeguarding/Child Protection policy
- Allegations policy
- SEND
- Equalities Statement

Appendix 1

Individual Academy Information

In accordance with our ethos and with God's help, **caring, building, following and thinking** lie at the heart of this policy. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Introduction

It is expected that during their time at Cottingham C of E Primary School, children will make mistakes along the way. In dealing with those mistakes we seek to educate, nurture and show the child an alternative, better route. All of our children make their own choices about the actions and the words they use; there is always an impact and only they can control whether this is a positive or negative impact. This policy, shared with the children, seeks to support them in taking responsibility for those choices, and helps them to move on when a mistake is made and necessary support/consequence has been given.

1 Aims and Expectations

1.1 A primary aim of Cottingham C of E Primary School is for every member of the school community to feel valued and respected, and each person to be treated with compassion, justice and respect. We are a small, caring, village school, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support all members of the school living and working together in a supportive way. The policy aims to promote an environment where everyone feels emotionally well, safe and secure and aims to cultivate in pupils an acceptance and recognition of responsibility to **think** about their own decisions and actions and for their consequences.

1.2 The primary aim of this behaviour policy is not a system to enforce rules. It is a means of promoting respect and good relationships with **'Living our Cottingham CofE values each day'** at the heart of everything that we do so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, consistent and considerate way in which we **care, build, follow** and **think** at all times.

1.3 The school expects every member of the school community (children, teachers, parents & carers, governors and visitors) to behave in a **caring** way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to **build** a repertoire of skills in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school celebrates children who **follow** a pattern of good behaviour, as it believes that this will develop an ethos of kindness and co-operation. ***This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.***

2 Rewards and Consequences

2.1 We praise and reward children for demonstrating good behaviour in a variety of ways.

- Teachers are expected to consistently congratulate/reward children verbally, or with a thumbs up for example, when demonstrating the school values. We believe that children at our school are well-behaved and should be consistently demonstrating our high expectations through **'Living the Cottingham CofE values each day.'** As a result, children should ***not*** expect to receive awards in the form of stickers, raffle tickets, smiley faces, gold stars etc on a daily basis. Demonstrating one of the school values is reward within itself.

- For demonstrating the school values on a regular basis, teachers will reward children weekly in the form of consistent, 'Star of the week', 'Head teacher award', 'Playground award' certificates and fortnightly 'Wonderful Writer' certificates. In recognition of receiving such an award, children will also receive **x3** house points encouraging both personal effort and team work/collaboration.

- As well as achieving the aforementioned personal awards for demonstrating the school values, children also have the opportunity to earn further house points during various team events held throughout the year and during termly values days. During such events, children take part in both sporting and academic tasks and are able to earn points for their house team. There will also be other events including sports day which will also provide opportunities to earn house points.

- Each week, during Friday Celebration Worship, the above awards are presented. The parents of children due to receive 'Star of the week' or 'Headteacher Award' are notified by the end of the previous day (Thursday). It is the responsibility of the class teacher/head teacher to ensure the parent/carer is notified. Parents/carers are always welcome to attend any Friday worship during which time other awards are presented. Parent will not be notified that their child is to receive one of those awards.

- At the end of each term, the house team with the most house points will be awarded with a team treat of their choosing. This treat could be extra break time, mufti day, play in the park or den building for example. The winning house will also have the chance to 'give a little back.' This will involve them choosing a gift for the school. This gift could be a set of footballs, plants for the garden or new dictionaries for example.

- Other rewards, for producing excellent work/making good progress or showing sporting achievement for example, can be rewarded through show and tell, having work displayed in the classroom (WAGOLL – What a Good One Looks Like) or being shared with parents as photocopies or via Twitter for example. Children demonstrating role model behaviours will also be chosen as monitors throughout the year.

2.2 The school acknowledges all of the efforts and achievements of children, both in and out of school. The Friday Celebration Worship is a time for pupils to share their achievements out of school, for example, music, football or swimming certificates/awards, charitable/fundraising efforts, and other acts that require praise.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment for all. We employ each sanction appropriately and consistently to each individual situation. *(See also sanctions protocol/flowchart)*

- We expect children to try their best in all activities and accept that mistakes will be made. More often than not, mistakes will be encouraged as they are part of the learning process. Children will be constantly reminded that, 'It's OK to make mistakes.'

- If a child is disruptive in class and this is having a negative impact upon their own and other's learning, the teacher/adult will issue a verbal warning. If the disruptive behaviour has not improved after the initial warning, it will result in an in-class reprimand which may mean the child works alone within the class until they calm down, and is in a position to work sensibly again with others.

The class teacher will keep their own dated record of this first sanction in the class behaviour book. At this stage parents/carers will not be informed.

-The safety of the children/adults is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and seeks adult support to prevent the child from taking part for the rest of that session, enabling the session to continue. The teacher will keep their own dated record of this in the class behaviour book. At this stage parents/carers will not be informed.

- If a child threatens, hurts or bullies another child, the class teacher seeks support and the child will be given the opportunity to talk about the behaviour/incident. At an appropriate time, other children/adults will be spoken to for their account. If necessary, a sanction appropriate to the offence, will be put in place: working alone, withdrawal of a choice activity, or withdrawal of playtimes. On the first occasion of such behaviour, all parents/carers of those children affected by the behaviour will be informed. If a child repeatedly acts in a way that disrupts or upsets others, or if their behaviour has hurt other children or adults, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Head teacher will keep their own dated record of such behaviour in a 'bullying' log.

- The **initial** warning by the class teacher/adult, results in a child having a sanction within the class/playground/hall. The teacher will keep their own dated record of this in the class behaviour book. At this stage parents/carers will not be informed. The **second** occasion that a warning is given by the class teacher/adult, the child will receive other sanctions to include, loss of break, solitary lunch/break or loss of a privilege for example. At this stage parents/carers will not be informed. On the **third** occasion that a child has not responded to a warning by the class teacher/adult, the parent/carer will be informed as soon as possible. A note of this communication will be written into the class behaviour book.

- On the **fourth** occasion that the child has not responded positively to a warning from the class teacher/adult, a note is sent to the head teacher with further details. This is recorded in both the class and head teacher's behaviour log and results in the parents/carers being informed and possibly invited to meet depending on the severity of the behaviour. The head teacher will also meet with the child and a behaviour passport/report will be used to monitor behaviour by the head teacher for one week.

- Where behaviour is very disruptive, bullying and/or dangerous, the above route will be escalated more quickly. Please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

- Children with repeated poor behaviour will be supported through the use of a social and emotional programme, and through providing the child with a named adult with whom they can talk things through. This will also form part of the support package before and after exclusion where appropriate.

2.4 The class teacher discusses the school values and their meaning with each class. Each class has its own values charter, displayed on the wall of the classroom. Each child signs the class charter at the beginning of a new school year (Where a child is admitted during the year they will also be expected to add their name). In this way, every child in the school knows the standard of behaviour that we expect in our school and **'Living our school values each day'** are the expectations.

2.5 It is important to note that bullying is defined, by County, as 'persistent, regular, conscious intimidation by someone who has power over another person.' (Please also refer to the school's Anti Bullying Policy.

- The school does not tolerate bullying of any kind. When we are made aware that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This involves talking to the children to establish points of view from both sides, talking to all concerned staff and all parents concerned.

- All staff are vigilant to instances of different types bullying. Awareness of bullying and bullying situations is regularly discussed in whole class worship and through class circle time. Issues are always pursued by the class teacher or head teacher when they occur. The victim will be listened to and involved in dialogue with the head teacher and parents. They will be supported at all times.

- All parents and carers are informed regularly of the need to report such incidents as soon as possible. It is often not a clear cut case of one child bullying another and all parties need reminding that situations are very complex.

- Parents/carers of children involved in bullying will be informed calmly, clearly and concisely. The school will explain their sanctions and expect support from the home. No incident will be held against any pupil for a prolonged period of time and parents will be reassured of this.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to a child,

or

If a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

Again, please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

3 Out of School Activities

3.1 This policy is pertinent to all out of school trips/visits. It is expected that all children will behave appropriately on all school trips/visits for example at sporting events and on school residential trips for example. They will be reminded that they are representing their school and should do so with pride.

3.2 In case of poor behaviour on a residential trip that is likely to endanger a child/children or adults, the lead teacher will contact the head teacher and parents/carers will be notified by phone of the situation and next steps. In the case of continued poor behaviour, parents may be asked to collect the child, or attend a meeting on the return of the trip. Appropriate sanctions will be put in place accordingly.

3.3 Mobile devices that have the possibility of internet access (regardless of whether they are enabled to do this) are not allowed on any school trip/visit. Any child who is found to have such a device upon their person will have it confiscated and parents/carers will be asked to collect the device on the child's return to school or as soon as possible after.

4. The Role of the Class Teacher

4.1 It is the responsibility of the class teacher to ensure that the school values are adhered to consistently in their class, and that their class behaves in a responsible manner during lesson time and break times. Parents will be made aware of strategies being used to improve behaviour and of sanctions being used as a result of poor behaviour; this includes being disruptive in class, being disrespectful, hurting other children, bullying and name calling.

4.2 The class teachers/adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability by ***'Living the Cottingham C of E values each day.'***

4.3 The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.

4.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the class behaviour book. (See section 2 – Rewards and consequences)

4.5 The class teacher will inform parents about the progress of each child in their class after initial contact has been made with regards to inappropriate behaviour, in line with the whole-school policy. The class teacher and head teacher may also contact parents/carers if there are concerns about the behaviour or welfare of a child. Please refer to the Sanction Protocol, for clarification in cases of continued misbehaviour.

5 The Role of the Head teacher

5.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and

to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children and staff in the school.

5.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The head teacher keeps records of all reported serious incidents of misbehaviour and these incidents, without identities, are reported to the Governing Body.

5.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated poor behaviour, or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are only taken after the parents/carers have been informed this will happen, and after the Chair of Governors has been notified of a pending exclusion.

6 The Role of Parents & Carers

6.1 The school always aims to work collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school. We believe that home-school partnerships are very important and we welcome opportunities to support families.

6.2 We would encourage parents to read this policy to better understand our approach to behaviour management and support us where improving behaviour is necessary. All other relevant and related policies are also on the school website.

6.3 We encourage and expect parents to support their child's learning, and to co-operate with school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers, where necessary, if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions for a child, it is expected that parents/carers will support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the head teacher. If these discussions do not resolve the problem the Chair of School Governors should be contacted which may lead to a formal grievance or appeal process being implemented. Contact details are available from the school office or via the school website.

7 The Role of Governors

7.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

7.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy. The head teacher may, at their discretion, seek advice from a Governor about a disciplinary issue and will take this advice into account when making decisions about matters of behaviour.

8 Fixed-term and Permanent Exclusions

Please note that exclusions are rare, and that they are used as a last resort. We endeavour to work with you and your child for a positive outcome for all. Where an exclusion is imposed, it is expected that the parents/carers will support the school decision. The excluded child will have a support package in place on their return to school. We follow the local authority guidelines for excluding a child.

8.1 Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, lunchtimes, or any number of full days, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

8.2 If the head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. A letter confirming the exclusion will also be issued to the parent/carer within 48 hours of being notified.

8.3 The head teacher informs the LA, the Diocesan Director of Education, and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

8.5 If necessary, a governor's discipline committee will be created which would be made up of between three and five members. This committee consider any exclusion appeals on behalf of the governors.

9 Monitoring

9.1 The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors report details of any incident to class teachers who record it in their behaviour book (Section 2 – Rewards and consequences)

9.3 The head teacher as well as the local authority keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

11 Covid – 19

11.1 It will be vital for all children to follow rules and guidelines for social distancing from both staff and other children. Where your child is struggling to do this we will contact you to ask you to collect your child from school as health and safety of our school community will remain our priority. We will then provide you with learning at home whilst COVID19 guidelines are in place. Please ensure we have up to date contact details at all times.

Covid – 19 - Behaviour Agreement for Children

As we welcome you back to school, we are sharing three new behaviour values that will make it a safe and caring experience for us all.

Ready
Safe
Respectful

Ready usually means on time, with the right equipment and ready to learn in every lesson.

When we come back **Ready** will also mean –

- Waiting calmly for the school gates to open staying 2m away from each other.
- Dressed sensibly (Does not need to be uniform) and wearing trainers or footwear we can exercise in.
- You only need your packed lunch, snack and full water bottle. Leave everything else at home.
- Coming into school calmly through your designated door and washing hands using the sanitiser provided. (Wash your hands at home too!)

Being **Safe** would normally be walking around the school sensibly and playing positive games at playtime and lunchtimes.

When we come back, being **Safe** is our priority and will also mean –

- Keeping a sensible distance from other people.
- Only using the stationery and equipment provided to you.
- Staying in our seats during lessons unless told otherwise.
- Using tissues for coughs and sneezes. Putting tissues in a bin as soon as you've used them. (Not on the floor or in your pocket)
- Only one child in the toilet at a time.
- Making sure we wash our hands thoroughly for 20 seconds.
- Following and listening to the instructions of all staff during the day and especially at playtimes and lunchtimes.

Having **Respect** for each other is something you do really well and we display that with our body language and the words we use in conversation with each other.

When we come back, that **respect** is even more important because it shows we care about each other's feelings –

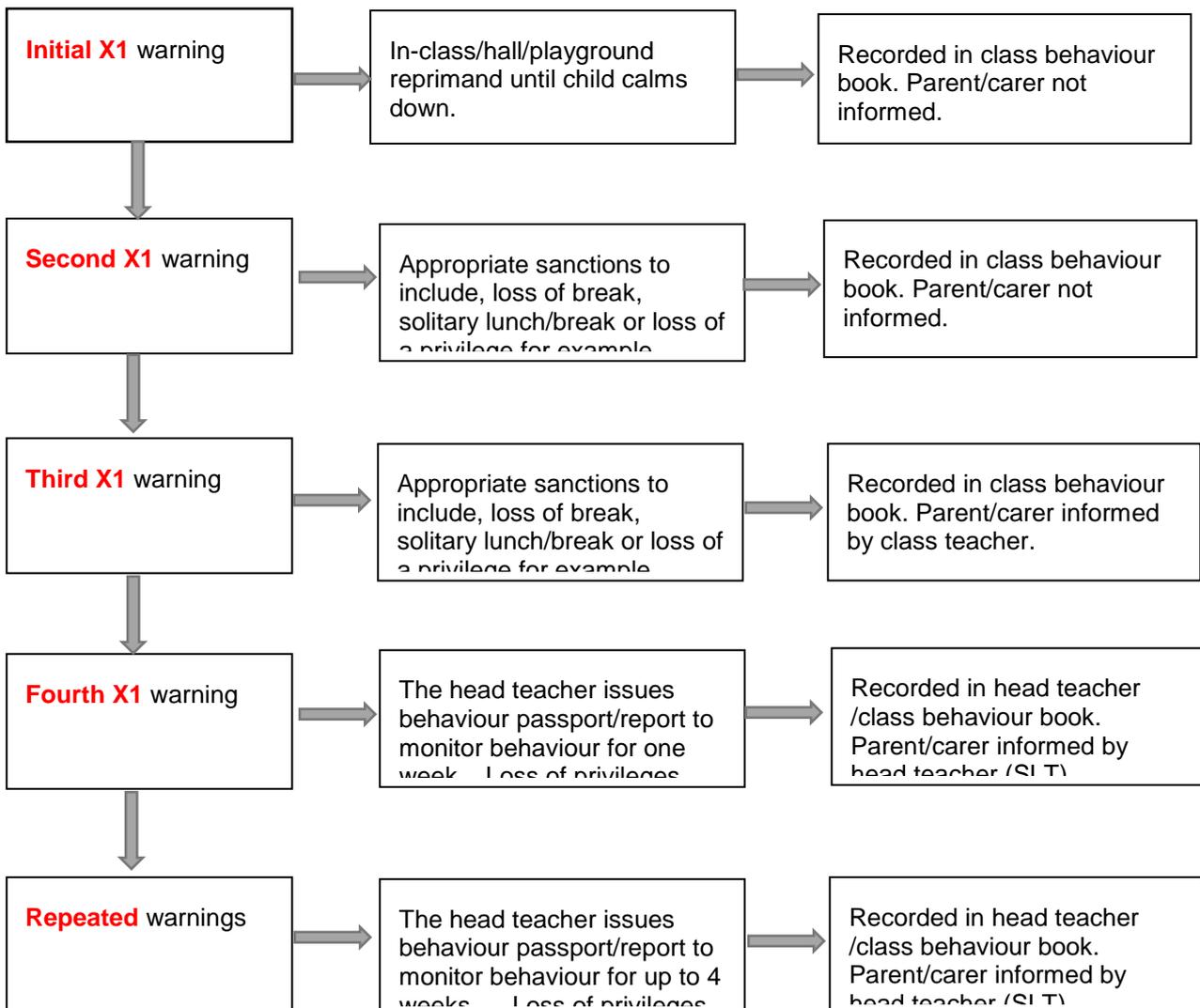
- Encouraging each other in our work with positive comments (*BE NICE!*).
- Listening to each other if we want to share our ideas or how we feel.
- If we're worried about ourselves or our friends, sharing that with an adult.
- Being considerate about each other's feelings.
- Listening to adults and being considerate about the feelings of the adults supporting us.
- Trying our best in every activity.
- Being kind to each other as we enter and leave the school site.

Sanction Protocol/flowchart

This guidance is to clarify our procedures as written in the policy and may be useful for parents / carers as a checklist.

All of our children have the right to feel safe in school, not be hurt and have the right to the best education they can get. However, we understand that all children misbehave sometimes and we expect our children to make mistakes and learn from them.

Where a child persistently misbehaves, the following sanctions will apply:



Where behaviour still does not improve after the above protocol has been applied, then one of the following will occur:

- Between 1-3 Lunchtime exclusions (for playground/lunch hall behaviour issues). These are temporary exclusions (*Recorded as half day fixed term exclusions*) and it is expected that the parent/carer will collect the child at 12pm and return them to school at 12:55pm in readiness for afternoon register.

- A class/school exclusion (where the child is persistently interrupting the education of the others). In the first instance, these will be recorded as a half day fixed term exclusion and it is expected that the parent will collect the child and return them to school at the agreed time.

- A fixed term exclusion of between 1 and 5 days. Fixed term exclusions are used after all other agreed sanctions (as above) have been used, and where there is still no improvement in the child's behaviour & where the parents have had warning.

Or

Without prior notice if the gravity of the situation warrants an immediate exclusion.

The following types of behaviour may result in an exclusion of between 1 and 5 days: This could be immediate, without prior notice, depending on the gravity of the incident:

- Physical assault against a pupil or adult – losing their temper and lashing out
- Verbal abuse / threatening behaviour against a pupil or adult
- Bullying
- Racist/homophobic abuse
- Damage to property/resources
- Theft
- Persistent disruptive behaviour & use of foul/abusive language