

CUMWHINTON SCHOOL



...inspired by Cumbria, ready for the world...

Cumwhinton School

Behaviour Policy

October 2023

INTRODUCTION

This policy is fully compliant with the following legislation:

- Education and Inspection Act 2006, sections 88 & 89.

It has links with the school's Child Protection & Safeguarding policy, Equalities policy, and the Health & Safety policy.

PRINCIPLES & VALUES

At the heart of our behaviour policy is the belief that all children at Cumwhinton are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

- ~ HUMANITY ...having a voice
- ~ INNOVATION ...seizing the chance
- ~ THE WORLD ...being the change

This Behaviour policy is based upon the following principles:

That everybody has rights; a choice to form their own opinion and an entitlement to certain things.

That everybody must be aware of their responsibilities that allow us all to enjoy our rights equally; with rights comes responsibility.

- Adults should demonstrate mutual respect as an example to the children.
- All pupils should have the opportunity to make positive choices about their behaviour and be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Positive behaviour and good manners should be praised and held in high esteem - Pupils who follow the school rules will be noticed and rewarded.
- There needs to be good communication between staff and between home and school. Children, staff and parents/carers need to see that there is a fair and consistent approach to unacceptable behaviour.
- Some children may need more specialised behavioural support, according to their particular needs. Sometimes behavioural difficulties can be an indicator that a child has a Special Educational Need. When concerns are significant we may ask our Special Educational Needs Coordinator to make an assessment and seek additional support if appropriate.

AIMS

At our school, there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others

- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations
- To develop social skills which enable children to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

SCHOOL RULES

There are three school rules which provide a clear framework for the expected conduct around school. They are based upon the understanding that all members of our school community have rights which entitle them to learn in a safe environment, but with those rights come responsibilities.

The Rights and Responsibilities Statement is displayed in all classrooms and shared spaces and is the focus of assemblies and PSHE education sessions during the year.

We expect children to follow these three simple rules in the classroom and around the school. When children follow these rules, they will be rewarded for doing so. If children choose not to follow the rules, their actions will result in a negative consequence.

- ~ Listen carefully and do as you have been asked.
- ~ Be responsible.
- ~ Be respectful.

The school rules apply at all times in all places at school:

- ~ in lessons, at playtimes, on the way into school, on the bus and when leaving at the end of the day
- ~ with teachers, children, support staff and midday staff

At Cumwhinton, we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Discrimination, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Disobedience or refusal to co-operate

PREVENTING INAPPROPRIATE BEHAVIOUR

The prevention of behavioural problems arising is of paramount importance; therefore, attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum match.
- Establishment of effective relationships.
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language

More specifically children will be taught:

- To move appropriately in and out of school building
- To be polite to adults and other children
- To support other children
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour
- To realise that they always have a choice about how they behave
- To report incidents of bullying behaviour involving themselves or others.

Rewarding good behaviour must be the norm - children who use appropriate behaviours will be encouraged and rewarded

HOUSE POINTS – (to recognise academic achievements) Class teachers may choose how to record House Points, but the chosen method must show how many House Points have been collected, so that the winning house may be announced each week in Achievers' Assembly. The House Cup and an agreed treat go to the House that collects the most House Points.

CUMWHINTON STARS (EYFS/Year 1) – (to recognise pastoral achievements) Stars can be awarded by any member of staff who sees a child doing something good, usually out of class, e.g. holding a door without being asked, saying please and thank you, helping someone on the playground or in the corridor etc.

HEADTEACHER AWARD ASSEMBLY – At the end of the week on a Friday, all classes attend a celebration assembly where 1 pupil from each class is chosen to receive the Headteacher's Award. The teachers from each class take it in turn to read the reasons for the pupil being chosen to receive the award. They then share the name and the Headteacher presents the award. The pupils 1st name is added to the school website under the awards tab.

DEALING WITH UNACCEPTABLE BEHAVIOUR

It is essential that there is fairness and consistency when both praising/ rewarding good behaviours and punishing unacceptable behaviours. The following guidelines are designed to ensure that staff have the same understanding of the requirements of this policy.

When managing pupil behaviour, all staff are expected to:

- Maintain an ethos of positive encouragement and support
- Ensure fairness and consistency in the way children are dealt with
- Provide for the individual differences of children and be inclusive of all children
- Avoid labelling of children
- Promote good home-school links, informing parents/carers at an early stage of problems at school, not just for extreme incidents.
- Support parents/carers in coping with behaviour difficulties in school
- Be able to tackle any issues relating to bullying promptly and be supportive of victims in accordance with the school's Peer on Peer abuse Policy
- Respond to inappropriate behaviour – it is everyone's responsibility to follow the Behaviour policy and to deal appropriately and consistently with unacceptable behaviour.
- Refer repeated misbehaviour to the Assistant Headteacher, Deputy Headteacher or the Headteacher

CONSEQUENCES

If a child chooses to misbehave, consequences follow and those consequences become progressively more serious. The steps below are followed throughout KS1 and KS2; a more age appropriate approach is in place for children in Early Years. It is essential that all staff follow the agreed steps within the policy consistently; however, it is recognised that serious incidents will go straight to relevant step.

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| Step 1 | Low key indication to the child that the behaviour is not acceptable. |
| Step 2 | Verbal warning and clarification about which rule has been broken. The child is also reminded about what is expected. |
| Step 3 | Visual warning - Each child has their name (picture in KS1 and EYFS) on the school logo displayed in classrooms. Children who have chosen to continue to break the school rules have their name moved off the school logo and onto the outside section. As soon as a child has modified their behaviour, they will move back to the logo. |
| Step 4 | 5 minutes 'Time Out' spent in the year group below class If a child refuses to go to another class, they are sent straight to the AHT/DHT (step 6). |
| Step 5 | Yellow card issued, resulting in Reflection Time during playtime. Parents are contacted. The child is sent to the DHT/HT office during the playtime following the incident, where they will be supervised by the HT/DHT, who will also record the incident. |
| Step 6 | Taken to the Headteacher (RED CARD) bypass all steps if the behaviour is deemed unacceptable/dangerous or impacts the safety of other pupils/staff |

Yellow and Red cards are recorded on CPOMS

USE OF BEHAVIOUR MODIFICATION PROGRAMMES

Where a child is clearly not responding to the sanctions then the parent/carer will be contacted and a behaviour modification programme will be agreed.

A variety of strategies are used to support children in modifying their behaviour, with an emphasis on encouraging the child to take responsibility for their behaviour with support from the adults in school. All appropriate behaviour is rewarded and regular contact is made with home. At the simplest level, this may be a tick/sticker chart, which focuses on modifying one aspect of behaviour and rewards the child for success.

Following discussion with parents/carers, the SENCo will seek advice and support from outside agencies if it is thought that misbehaviour may be as a result of a Special Educational Need. The outcome of such a referral would be incorporated into an individual behaviour modification programme, which would be reviewed termly.

EMOTIONAL SUPPORT FOR PUPILS

We promote emotional health and well-being in many different ways at Cumwhinton, including provision of individual pastoral intervention programmes, solution focussed anti-bullying work, PSHE education with individuals. We have stringent peer on peer abuse that all pupils can feel safe from all types of harassment.

RACIAL OR HOMOPHOBIC INCIDENTS

Racial or Homophobic incidents, including name calling, must be reported to the Assistant Headteacher/ Deputy Headteacher, who will log the incident and report it following Local Authority recommended procedures.

All staff have received anti-discrimination training to develop vigilance, confidence and competency to challenge views and encourage debate.

USE OF REASONABLE FORCE

In very extreme circumstances school staff have the legal power to use 'reasonable force' (an action that involves some degree of physical contact with a child) when some form of control or restraint is necessary to prevent children from:

- committing any offence
- causing personal injury to themselves or others, or damaging the property of themselves or others
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In line with government guidance, the use of reasonable force would only be used as a final strategy if other de-escalation techniques were failing to contain an incident and a situation posed an unacceptable risk to anyone involved. Parents/carers will be notified if a serious incident has resulted in the use of reasonable force. This would be recorded in the 'Serious Incidents' on CPOMS by the Assistant Headteacher/Deputy Headteacher.

THE POWER TO SEARCH AND CONFISCATE

In line with government guidance, staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches. Prohibited items can be defined as 'any article that 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).'

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.

THE USE OF EXCLUSION

Whilst all possible measures will be explored prior to the use of exclusion, the school reserves the right to exclude pupils in accordance with statutory guidance.

If an internal exclusion is given, the child will be given work by their teacher and will work away from the other children supervised by another member of staff.

Exclusion from the school will only be used in circumstances where a serious incident has occurred, usually where the safety of one or more pupils, or staff is compromised. All exclusions from the school are reported to the Local Authority in line with their guidance and Department of Education guidance is followed and consulted for advice. Governors are informed of exclusions and will become involved in appeals made by parents against decisions to exclude. In the event of a permanent exclusion, advice would be sought from the school governors and the Local Authority before proceeding and Department of Education and Local Authority guidance will be followed.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body throughout the school year; it will be reviewed annually.

The next scheduled review is **September 2024***

Awaiting Governor final approval - Nov 23