Cottenham Primary School

Behaviour Policy

Date:	Autumn 1 2023- This Policy is currently being reviewed a new version will be available shortly
Reviewed by:	Standards
Next Review date	Autumn 1 2024
Equality Review Checklist	In reviewing this policy due consideration must be given to the impact that changes may have on issues of equality for the protected groups: **Age, Disability, Religion or belief, Race, Pregnancy and Maternity Sex, Sexual orientation, Gender reassignment Marriage/civil partnerships** If the equality of a protected group is likely to be compromised by changes to the policy then please complete an equality risk assessment and tick here:

Behaviour Policy

(Please note: this policy is to be applied in conjunction with a number of other policies and documents across the School, including the CPS Framework of Expectations; CPS Anti-Bullying Policy; CPS Physical Intervention Policy; CPS Disability Policy; CPS SEND Policy; CPS Safeguarding Policy) Please also note the temporary addendum at the end of the policy, put in places as a result of restrictions imposed during the Corona Virus pandemic.

1. The CPS View of Behaviour

Children need to feel valued. It is when a child has good self-esteem that they learn best. Our behaviour strategy reflect this: we aim to create an environment which, through shared systems and strategies, leads to effective self-discipline and behaviour management and strives to protect and build the self-esteem of every child in our community.

We believe that children need to be taught how to behave and that this needs to be modelled bythe significant adults in their lives. We believe that all children are responsible for their own choice of behaviour and in most cases are able to modify it with support. We acknowledge that a child's behaviour can be telling us something about them and we accept the need to support them to amend their behaviour so that they can appropriately access the schoolday. We know that in some cases it may not be possible to support a child to amend their behaviour to a level that we feel is appropriate and that external support may be required.

At CottenhamPrimarySchool we are committed to providing the best possible education so that all our children thrive and achieve. We believe our children, families, staff and governors are of equal value and we respect and appreciate the diversity they bring to our School community. Through our policies and practice, we strive to foster positive relationships and a shared sense of belonging and we challenge any inequalities or barriers that exist. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Consistency

Consistency in managing behaviour is key. All staff need to know how to promote desirable behaviour, manage difficult or dangerous behaviour, and have an understanding about what that behaviour may be communicating. All staff should focus on de-escalation and preventative strategies rather than relying solely on reactive strategies.

At CPS we ensure this by having a robustBehaviour Policy and through the training of all staff in the Steps Behaviour Management Programme, endorsed by Cambridgeshire County Council. Staff are encouraged to support one another to manage behaviour and monitoring of behaviour management is regularly carried out by the Senior Leadership Team (SLT).

All adults in School take responsibility for implementing the School rules. As adults walk around the School they will always do the following:

- Frame positively when reminding children about behavioural expectations, e.g. 'We walk because it's safer'.
- Politely challenge a child who is in the School building at break/lunch times
- Deal with inappropriate behaviour directly, never walking past
- Discuss inappropriate behaviour with children and remind them of their obligations
- Intervene if children are talking to others in a disrespectful way
- Model and positively reinforce desirable behaviour
- Inform class teachers promptly of any inappropriate behaviour and how it has been dealt with

Some children will require additional support to manage their behaviour and this may include alternative methods to those listed above. If this is the case methods to address their behaviour will be outlined in an

individual Risk Management Plan and will have been agreed and shared with parents, staff and the pupil as appropriate.

3. Definitions and Expectations of Pupil Behaviour at CPS

The spine of this policy is the 'Managing Behaviour at CPS' document (see appendix). It outlines the behaviour we expect from children and defines the rewards and consequences that may be used, which are 'banded' into groups.

It is essential that these expectations are regularly taught to children. This should occur in detail in the first week of each term and as often as necessary thereafter (including during assemblies). Children need to see the rules being used consistently and fairly. We reflect with the children at regular intervals about how the rules are being implemented; this may be through class PSHE lessons, Whole School Assemblies or discussions with individuals.

Following the Covid-19 outbreak of Spring/Summer 2020, the'Managing Behaviour at CPS' document was amended to include behaviourthat threatens distancing measures, respiratory or tactile hygiene. Malicious, deliberate acts of transmission (e.g. spitting, coughing) will be treated with the greatest seriousness.

4. Rewarding desirable behaviour

CottenhamPrimarySchoolrewards desirable behaviours in a variety of ways.

House Pointsare used as the primary method to reward positive behaviour and effort levels. The school is divided into 4 Houses and children are in the same House as their siblings.Childrenare encouraged to take pride in their House, which in turn promotes a sense of belonging. House Points can be awarded by any adult in the school and build toward the House totals for the week.Children may receive 1, 5 or, in rare cases, 10 House Points. All classrooms have a display for children to attach their House Points to.

As part of the traffic light faces system, every classroom has a Gold Face where children who have exhibited exemplary behaviour will be placed. Children who manage to achieve this will also be awarded with 5 house points.

A weekly Celebration Assembly updates the children on how many points each House has achieved and which House has won the House Cup for that week. At this Assembly, one or two children per class will also be celebrated with a certificate for exhibiting exemplary attitudes and behaviour. A theme for each week will be announced at Monday Assembly by the Head Teacher and will reflect the School's aims and values.

In Year 6, children can build evidence of positive behaviours and deeds to work toward attaining a SHINE Bronze Award. The award is designed to epitomise the values and behaviours that CottenhamPrimarySchool wishes to promote. Children will receive 10 House Points for each aspect of the award that they are able to evidence and a further 10 House Points and a SHINE badge once they have achieved all 5 aspects of the award. The 5 aspects of the SHINE Award are:

- Succeed
- Help Others
- Inspire
- Never Give Up
- Engage

There will also be occasional whole-school initiatives to promote the school's curriculum aims and values. These will also be shared and celebrated through assemblies and displays, and will contribute to the weekly House Point total.

In some cases, children may need additional motivation to improve their behaviour. This may be due to Social, Emotional and Mental Health (SEMH) needs or due to a different Special Educational Need (SEN) that means their understanding needs to be scaffolded further. This can take a variety of forms and will be documented in

individual paperwork for that child, such as an Individual Education Plan, a Risk Management Plan,Pastoral Support Plan oran Education, Health and Care Plan

5.   De-escalation and preventative strategies

In all cases, the school's first aim is always to prevent undesirable behaviour and to de-escalate behaviour when it begins. In relation to the health impact of Covid-19, this will include explicit teaching and frequent reminders of our high expectations for hand and respiratory hygiene and the importance of social distancing.

All teachers, teaching assistants and leadership staff are trained in Steps Behaviour Management, in line with advice from Cambridgeshire County Council. A member of staff who is trained as a trainer is always available to be a source of advice and support to others when dealing with difficult or dangerous behaviour.

Part of preventing difficult or dangerous behaviour is understanding why it is happening, and often this can be achieved through discussion with children. If behaviour is persistent then a variety of tools may be used to support identification, including a weekly monitoring 'RAG' form or Anxiety Map to track behaviour across a day or week. An Antecedent/Behaviour/Consequence (ABC) form may be used to further analyse the trigger for a particular behaviour. Use of these forms is rare and only when behaviour is persistently difficult or dangerous.

As well as giving a consistent approach to the de-escalation of behaviour, Steps gives a script for staff to use and advice on guiding children if necessary. More information on this is available in the 'CPS Physical Intervention Policy'.

6.   Agreed procedures for addressing disruptive or difficult behaviour

The 'Managing behaviour at CPS' document outlines procedures for dealing with all common disruptive or difficult behaviours. This is not an exhaustive list and any undesirable behaviours will be managed as the School deems appropriate, in line with this policy.

During lunchtime, the School provide two trained TAs as 'Worry Busters' to support de-escalation and prevention of difficult or dangerous behaviour. Incidents occurring during lunchtime are dealt with quickly and effectively by the 'Worry Busters', thus ensuring that the afternoon's learning can begin promptly. When necessary, follow up work may be handled by the Class Teacher or a member of the Senior Leadership Team.

Individual circumstances are always taken into account, as is the frequency and duration of a behaviour, when deciding on an appropriate consequence.

7.   Agreed procedures for addressing dangerous or persistently difficult behaviour

Responses to dangerous or persistently difficult behaviour are outlined on the 'Managing Behaviour at CPS' document.

If a child's behaviour is dangerous or persistently difficult a Fixed Term Exclusion (FTE) may be considered. This decision will only be taken in response to a serious breach, or persistent breaches, of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil themselves, otherchildren or others in the School.Except in extreme circumstances, an Exclusion Warning letter will be issued to parents during the escalation of behaviour, and parents will be invited to work with school staff to devise a plan to address the persistent difficult and dangerous behaviours.This may take the form of a Risk Management Plan, or a Pastoral Support Plan. These work alongside this document and offer additional advice and support about how to manage a pupil's behaviour.

If a pupil is displaying difficult or dangerous behaviour then staff may need to physically intervene. Further information on this is outlined in the Physical Intervention Policy.

8. <u>Agreed procedures for addressing unacceptable behaviour by parents or visitors</u>

As a provider of education, we endeavour to foster a close working relationship with the wider community as we believe that it benefits the young people in our care. We particularly welcome parental/community contact with the school as we believe that working with parents and the community provides the strongest educational experience for our children.

Visitors to the school are required to adhere to the same code of values outlined in this policy, and to be aware that any threateningbehaviour, verbal or physical, directed towards any member of the School community is completely unacceptable, and will not be tolerated.

Any member of staff who feels that a visitor to the school site is in breach of this guidance has the right to request that the visitor leaves the premises. In such situations a member of staff should report the situation, or request assistance from a senior colleague, at the earliest opportunity. The senior colleague will review the context of the situation, and will base any decisions or further action accordingly.

Appendices

1. Example Individual Learning Plan (ILP)
2. Blank Risk Management Plan (RMP)
3. Blank Personal Support Plan (PSP)
4. Blank 'RAG' behaviour monitoring form
5. Blank anxiety map
6. Blank Antecedent/Behaviour/Consequence (ABC) form
7. Blank reflection sheet
8. Example of Steps de-escalation script
9. Managing behaviour at CPS

Example ILP

Learning Plan for Bill Açktön - 1

Stage: Statemented

Date of birth: 11/6/98   Gender: Male   Pupil ID: J820200107001   Year group: 11   Tutor group: 11A

Start date: 1/8/06   Review date: 23/12/16   Teacher: Mrs Selina Andrews

Areas of concern: - Bill is struggling with his GCSE English course, due in part to his dyslexia.
- Bill struggles with aspects of Maths - particularly percentages, decimals and fractions.

Areas of strength: - Has a wide range of interests to draw upon in writing.
- A very pleasant young man, very popular within his peer group and an excellent sportsman

First language: ENG   FSM: yes   Medical: no   In care: no   Ethnic background: WENG   PP: yes   Attendance: 100.0%

Reading Age: 13.3   Spelling Age: 13.5

- This plan is intended to help Bill develop his cognition and learning skills.

Area of concern	Target	Desired outcome	Strategies & Provisions
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.
Dyslexia	Learn to spell nonsense words.	Demonstrates secure phoneme awareness.	Dictation exercises, software games.
Spelling	Learn to spell keywords in all subjects.	Correct spelling of keywords.	Posters, lists, flashcards, bingo, quizzes, crosswords, word searches.
Dyslexia	Proof read your work.	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support, proofreading exercises, odd one out, multisensory approach.

Blank Risk Management Plan

Individual Risk Management Plan: Cottenham Primary School- Plan 1

Name	DOB	Date	Review Date

	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator………………………………… Date ……………..

Signature of Parent / Carer……………………………………… Date ………………

Signature of Young Person…………………………………………Date………………..

Blank Personal Support Plan

Pastoral Support Plan- PSP

School: Name of pupil:
Date of Plan: Date of birth:
Pupil Strengths:

Current concerns identified by school:	High level behaviour which might cause harm:

Key Target	Strategies to support target
	Low/medium level High level
Success Criteria	
Action by whom and by when	

Completed by:-

Job Title:-

Date:-

Example of 'RAG' behaviour monitoring form

RAG chart for _____ Joe Bloggs   WB:_____ 14/3/17 __

	arrival-9 (circuits)	9-9.30	9.30-10	10-10.20 (often assem.)	10.20-10.40 (Break)	10.40-11	11-11.30	11.30-12	12-12.30 (lunch)	12.30-1 (Lunch cont.)	1-1.30	1.30-2	2-2.30	2.30-3
M	🟩	🟩	🟩	🟩	🟩	🟧	🟧	🟧	🟩	🟩	🟩	🟩	🟩	🟩
T	🟩	🟩	🟩	🟧	🟩	🟧	🟧	🟧	🟩	🟩	🟧	🟩	🟥	🟥
W	🟩	🟧	🟧	🟧	🟩	🟩	🟩	🟩	🟩	🟩	🟧	🟩	🟩	🟩
Th	🟩	🟧	🟧	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟧	🟩
F	🟩	🟩	🟧	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟧	🟩	🟩

Any additional notes? Not required, only if necessary.

Monday
Joe had a great day today and managed to listen to instructions in PE, which he often struggles with.
Tuesday
Joe was tired today so behaviour was challenging. Pushed other children twice and threw his bag.
Wednesday
OK day
Thursday
OK day
Friday
Great day, well done Joe. Benefitted from sensory circuits this morning.

Key of behaviours to guide decisions

GREEN MAY INCLUDE…

Sitting where asked, attentive listening, completing tasks, going out to and coming in from break and lunch when asked, being kind to peers

AMBER MAY INCLUDE…

Refusal to complete work, not sitting where asked, refusal to line up, silliness on carpet, shouting at staff and pupils

RED MAY INCLUDE…

Physical aggression to pupils or staff, pushing over furniture, throwing items, running away.

Blank Anxiety map

Anxiety Mapping

Anxiety (y-axis): +4, +3, +2, +1, 0, -1, -2, -3, -4

Time / Location / Staff / Activity / Learning Style / ETC
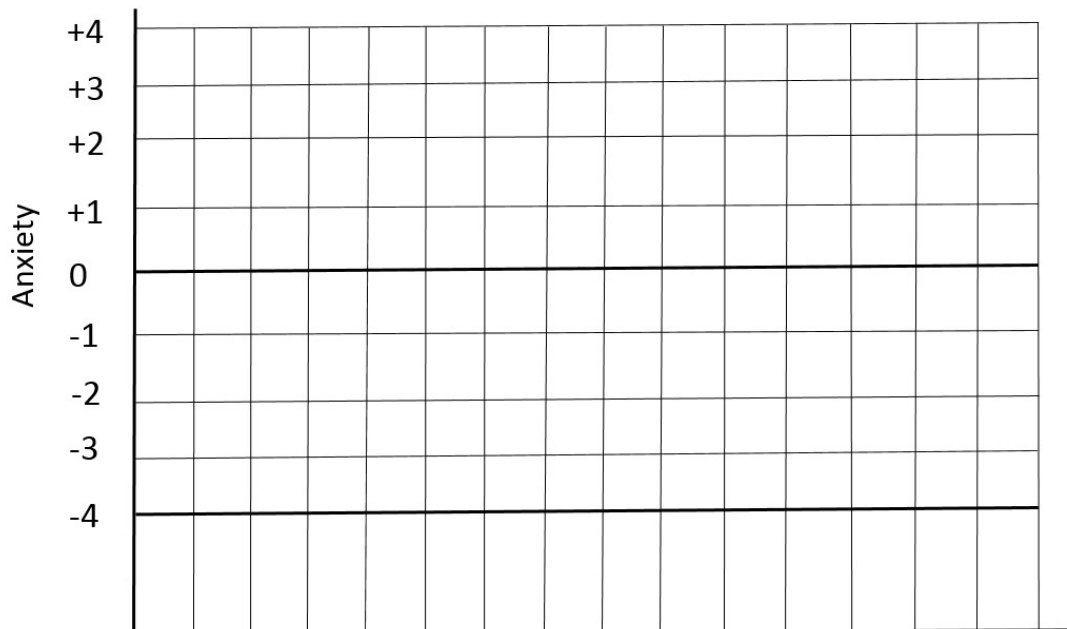
Blank Antecedent/Behaviour/Consequence (ABC) form

Behaviour Log for

Date:		Time:	

Antecedent _What was he doing before the incident?_	Behaviour _What was the incident?_	Consequence _What happened afterwards?_

Signature & role of adults present:	

Blank reflection sheet*

Reflection Sheet

Name ………………………………………… Class…………………….

Date……………………………………….….

I was asked to fill in a reflection sheet because…

I will make sure this doesn't happen again by…

Discussed with……………….………………………………….. Date……………………………..

*Alternative reflection sheet format used for EYFS & KS1 children

De-escalation Script

- **Learner's name**

- **I can see something has happened**

- **I am here to help**

- **Talk and I will listen**

- **Come with me and……..**

Managing Behaviour at CPS

These are the responses that the school will apply to pupil behaviour in most cases. In rare cases, pupils will need an individual plan to manage their behaviour. This may take the form of a Risk Management Plan, a Pastoral Support Plan or an Education Health and Care Plan. These work alongside this document and offer additional advice about how to manage a pupil's behaviour.

The 'Managing behaviour at CPS' document outlines procedures for dealing with all common disruptive or difficult behaviours. This is not an exhaustive list and undesirable behaviours which aren't on the list will be managed as the school deems appropriate, in line with the Behaviour Policy.

Behaviour	Consequence
Examples of desirable behaviour • Aiming high • Accepting challenge • Working together • Engaging in lessons • Listening well • Being kind • Looking after the school environment • Walking sensibly around the school building • High standards of respiratory and hand hygiene • Following the school rules regarding social distancing	**Response** Desirable behaviours will be recognised and rewarded in line with the Behaviour Policy. If behaviour is particularly outstanding parents may be contacted to share this. Examples of desirable behaviour by pupils are shared at Parent Teacher Consultation evenings.
Examples of disruptive behaviour • Shouting out in class • Distracting others • Negatively impacting on the learning of other pupils • Talking in class • Failure to follow instructions, including requests to demonstrate appropriate respiratory or hand hygiene • Entering school building needlessly at break/lunchtime • Showing a lack of care for school property • Disengagement in class • Rude or disrespectful behaviour	**Response** Managed by class teacher using Red, Amber, Green (RAG) faces: • Pupils are given a verbal warning. • If the behaviour continues then their name is put on the yellow face; this will lead to missing 5 minutes of break time or lunchtime to complete a 'Reflection Sheet'. • If the behaviour continues then pupils will receive another warning. • If the behaviour then continues the pupil's name will be placed on the red face; this will result in pupils missing a further 5 minutes of their break or lunchtime to fill in a reflection sheet, a conversation between class teacher and parents (either in person or on the phone) and the pupil being sent to speak with a member of the Senior Leadership Team. • Pupils will generally be expected to apologise, at an appropriate time. • Children will be supported to understand the school's high expectations for behaviour and hygiene routines. • At end of session, child MUST go back to green face and should be given the opportunity to move their name back themselves, if appropriate.

	Reflection sheets will be kept by the class teacher and shared with key staff, and also with parents and carers during Parent Teacher Consultation evenings, or earlier if appropriate.
Examples of difficult behaviour - Persistent disruptive behaviour (see box above for definitions) - Refusal to do any work - Kicking out (not directly at a person) - Throwing objects (not directed at someone) - Hitting out (not targeted at a particular person) - Shouting/screaming at others - Inappropriate or abusive language, including Covid-19 related threats - Damaging or destroying school property	**Response** - These behaviours would result in the child being moved immediately to the Red face and would result in them missing their break or half of their lunchtime to complete a Reflection Sheet. - Children will be expected to share their reflection sheet with a member of the Senior Leadership Team. - Children will be supported to understand the school's high expectations for behaviour, social distancing and hygiene routines. - Parents and carers will always be informed. - Key staff will be informed. In all cases, SLT will consider the issues and details around the child and their behaviour and further responses and support will be identified, if appropriate.
Examples of dangerous behaviours - Persistent difficult behaviour (see box above for definitions) - Spitting - Running out of class - Deliberately breaches of social distancing requirements - Deliberate breaches of respiratory hygiene codes (e.g. coughing at others, spitting, licking) - Pinching - Head butting - Targeted hitting or kicking - Throwing objects at a person - Threat to use weapons - Use of weapons - Running away in public places - Damaging or destroying school property - Racist, homophobic or prejudicial language	**Response** Often, dangerous behaviours, such as kicking or hitting out, appear without significant warning. When dangerous behaviours occur, it would not be appropriate to follow the warning system. The safety of all members of the school community need to be paramount (including the child themselves) and any action needs to ensure this: - The child should be immediately separated from other children and a member of the SLT needs to be informed and attend the situation. - Again, SLT will consider the issues and details around the child and their behaviour and further responses, including support, identified. - Children will be supported to understand the school's high expectations for behaviour and hygiene routines. - Due to the serious nature of the incident, the full range of consequences, including Fixed Term Exclusions(or the warning of a Fixed Term Exclusion), will be considered.