



Cumnor CE Primary School

Behaviour Policy

Agreed by Governors:
December 2020

.....Chair of Govs)

..... (Headteacher)

To be reviewed Summer 2024

1. Principles: Why we need good behaviour

- To keep the school community safe and secure;
- To enable effective teaching and learning;
- To develop increased self esteem;
- To promote physical and emotional well-being;
- To give consistency and structure;
- To foster mutual respect and understanding;
- To develop good social skills;
- To create a relaxed and enjoyable climate;
- To develop a positive reputation in the community;

2. Rationale

The behaviour in our school should reflect the Christian values we place in encouraging learning and co-operation in a civilized society. As a school we are committed to equal opportunities. It also links with the Anti-bullying and Safeguarding policies, as well as the school values.

3. Our School Rules

- Be kind and polite to everyone in and around school;
- Always do your best;
- Use a quiet voice in school;
- Move safely around the school;
- Respond immediately to adults' requests;

4. Guidelines:

- The first focus is on good behaviour with positive comments for those behaving well being common place i.e. rewarding good behaviour.
- The school rules are agreed and understood by the whole school community. They are reviewed regularly and pupils are often reminded of them.
- Rewards and sanctions are agreed by all staff following discussion. The level of sanction or reward depends on the level of the behaviour. The aim is to be consistent.
- There are incentives/rewards for keeping the rules. We all make sure that opportunities are found for rewarding all children
- Sanctions are incurred when the rules are broken
- A clear distinction is made between the behaviour and the person, e.g. *"That was a silly thing to do"* not *"You are a silly person"*.
- The warmth of the adult/child relationship is seen as very important
- Discipline is a socialising, maturing process moving towards self-discipline, not a punishment. Mistakes are forgiven and grudges are not borne.
- Sanctions are about rules, responsibility, reparation, respect and restoring relationships.
- Sanctions are fair, fitting and firm.

In order to promote good standards of behaviour we adopt a whole staff approach. Whole staff applies to all adults, teaching and non-teaching who work with children in the school.

- ✓ Every teacher has a responsibility for ensuring good behaviour of the children in classes they teach and the maintenance of standards throughout the school.
- ✓ All staff are expected to follow the behaviour policy and to follow agreed procedures for management of poor behaviour when necessary.
- ✓ All staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect
- ✓ Teachers will endeavour to develop children's ability to the highest standard and by doing so raise self esteem
- ✓ Teachers, with the support and guidance of other staff, will provide a challenging, interesting and relevant curriculum and create a safe and pleasant environment, physically and emotionally
- ✓ All staff are encouraged to be good role models for pupils, setting high standards for behaviour, work and respect
- ✓ Teachers will endeavour to form good working relationships with parents to ensure everyone works together in the child's best interests.
- ✓ All staff will work together to offer a framework for the personal, social and emotional development of all children.

5. Rewards

It is essential that staff refer to rules frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. There are many ways that staff can achieve this on a day to day basis. Ultimately we want children to be satisfied with the inner sense of well being that comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

Rewards used include:

- verbal praise;
- approving signs/acknowledgements;
- stickers/stars/stamps;
- class rewards;
- certificates;
- housepoints;
- sent to another teacher or Headteacher with work;
- lunchtime supervisor medals
- written comments on work;
- extra privileges;
- displays in class and the entrance hall
- opportunities to praise during achievement assemblies

6. Sanctions

If a pupil fails to follow the class and school rules the following sanctions will apply:

- Verbal reminder to the pupil of the behaviour rule that they have broken;
- Re-iteration of the rule and the pupil warned of the consequence;
- Pupil to be removed or work on own for a short while at time out space;
- Miss break;
- Further misdemeanor can lead to being sent to other teachers with work;

- Withdrawal of a privilege;
- Sent to Headteacher;
- Letter or phone call home;
- Internal exclusion;
- Short term exclusion for a fixed period;
- Permanent exclusion;

NB. It may be appropriate to alter the order of these sanctions depending on the individual child involved and the incident.

If there are concerns about behaviour, parents will be contacted as soon as possible. In cases of very extreme behaviour children may be sent directly to the Headteacher and parents contacted.

It is crucial parents are fully aware of the school policy on behaviour and a copy is available to download from the school website. We expect that early intervention and discussions with parents at an early stage will resolve problems early on. Early involvement will also make it easier to offer advice about how they can support the school strategies.

7. Exclusion

At Cumnor CE Primary School exclusion is seen as a last resort, after all other attempts to modify behaviour have failed. It can be used as punishment for a one off serious incident such as a physical attack on a member of staff. Exclusion serves several purposes, including:

- To secure the well being and entitlement of other children and staff in school;
- To maintain high standards of behaviour in school;
- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour;

If the Headteacher decides to exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding exclusion. Appropriate work will be set. Examples of behaviour likely to lead to exclusion: Direct verbal or physical aggression/disruption/abuse towards a member of staff/child.

8. Bullying

Bullying is an unacceptable behaviour and will not be tolerated. If it does occur, incidents are dealt promptly and effectively, and will involve the child, parent/carer and staff including Headteacher. Teachers will keep a record of any incidents of bullying, which will be forwarded to the next class teacher as the child moves up through the school.

Bullying is where one person is exhibiting power over another persistently and has three things in common:

- Deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for the recipient to defend themselves.

See Anti-bullying Policy for more details

APPENDIX 1 - Assertive Discipline

- Emphasise positive behaviour rather than giving a negative response to poor behaviour
- Give continuous positive feedback, trying to praise each child each day
- Use assertive statements – requirements are made clear through the clear calm language of discipline to which children must learn to respond

Assertive teachers clearly and firmly communicate their wants and needs to the pupils and are prepared to back up their words with actions

In order to maximise teaching and learning assertive teachers:

- Have positive expectations about their ability to manage classroom behaviour
- Have a plan for classroom management
- Expect support from senior staff, Headteacher and parents
- Take a leadership role in the classroom
- Continuously positively recognise the achievements of pupils

Assertive statements are:

- Clear, short statements eg Mary, I want you to Jenny, you have been asked to
- Delivered in a calm, firm tone of voice
- Relate to actions not to the person
- Are phrased positively
- Rewards are given with reason eg You are Child of the Day because you have

Assertive teachers:

- Make eye contact with the pupil
- Stand, sit etc close to the pupil when making needs known
- Allow child time to think

APPENDIX 2 - Incentives and Rewards

Rewards – small

- Smile, nod, wink, special sign, touch, specific “**Well done for..**”
- Pointing out good behaviour “**Tom’s sitting ready**”
- Give extra one off responsibility
- First out to play/ in line, give out letters/notes at home time, take register to office, choose a story
- Dramatic reaction by member of staff including housepoints

Medium

- Show whole class/stop whole class and explain why
- Teacher to discuss with child who they show their work to or tell about their behaviour
- Share work with wider audience
- Stickers/stamps/written comments on work
- Responsible, regular job. This is particularly important for children with low self-esteem
- Take to one side to praise privately
- Include parents in praise

Large

- Achievement assembly for behaviour and achievements
- Send to Headteacher for praise and sticker
- Award Certificate KS2 – will be acknowledged in Friday assemblies
- Child of the day FS/KS1 – will be acknowledged in Friday assemblies
- Class reward system will be organised by teacher according to the needs of the class group eg Golden Time, table reward, etc
- Tell/show parents
- Display of work
- Housepoints winners shared weekly in Friday assembly and termly celebrated with the winning house ribbon on the housepoint trophy

Ideas For Class Rewards

Lucky Jar

Certificates

Team points

Stars

Whole class Smiley Faces

APPENDIX 3 – Behaviour Management Sanctions and Strategies

Sequence of Action

1. If a child misbehaves in the classroom, s/he is reminded of the school/class rule
2. The child is reminded again.
3. Strategies of de-escalation, distraction and diffusion should be used to encourage the child to be behave in an acceptable way.
4. If the child breaks the rule again i.e. 2 warnings given and he/she carries on with the behaviour, s/he is reminded of the rule and asked to stop by the time I've.....(counted to 5, 10, etc this will vary according to the age and maturity of the child)
5. If the child continues to break the rule in KS1 s/he is asked to go to the time out chair/table/area (No touching or speaking to the child in a confrontational manner; the child is asked to go. TAs working with small groups can also ask children to go to the time out table in the same way, informing the teacher that this has happened. **One minute for each year of the child is a suggested time limit**).In KS2 the child will lose 5 mins from play/ lunchtime or another privilege
6. The child should catch up on work missed at the beginning of playtime or lunchtime play
7. If the child refuses to do this then the teacher or TA says something like “I’ve asked you to go to the time out chair/table/area, you have chosen not to do so. If you choose not to do so then I shall send for (Headteacher / KS team leader).”
8. If the child moves to the time out area but continues to be disruptive the teacher says something like “If you choose not to behave at the time out table, then I shall for Headteacher / KS team leader).”
9. Parent/carer will be informed at the end of the day if a child reaches this stage.

Documentation starts here

- An adult arrives and beckons to the child and says “Follow me to my room please” turns away and expects the child to follow. This is repeated if necessary.
 - If the child does not follow after a minute or so the adult goes back and says “I’ve asked you to follow me to my room, you have chosen not to do this, if you don’t follow me I’ll have to fetch ... (this will be a colleague to support any physical removal of the child as necessary.)
 - A decision should then be made as to whether it is best to leave the child in situ and ask the rest of the class to leave the room or remove the child.
 - The additional adult is fetched.
 - Strategies of de-escalation, distraction and diffusion should continue to be used until the child is co-operative.
 - The child’s parent is asked to come in by the HT/KS team Leader
 - Paperwork needs to be filled in promptly. The behaviour file is in the SEN office.
- Depending on the incident it is possible to send children to partner classes for a time.

Appendix 4

Lunchtime Behaviour

- All contact with children is non-confrontational
- Children are reminded of the rule
- If the child breaks a playground rule again s/he has to go and stand off the playground for 5 minutes (you may decide to keep them off for one minute of their age, 7 years =7 minutes). After 5 minutes the supervisor asks if they can keep the playground rules, if not, they have to stay by the wall or fence.
- If the child repeats the unacceptable behaviour, they are sent to the Headteacher or Senior Leadership Team (SLT) and may lose the next playtime. Records of these incidents are written in the Behaviour File, playground section (kept in the SEN office).
- If a letter goes home parents are invited into school to discuss their child's behaviour. A formal contract may be drawn up with parental co-operation
- If a child fights, s/he will automatically lose the next playtime and be sent in to the HT or SLT Every incident is recorded in the book.
- KS1 Children are required to line up at the end of play, KS2 children go in when lunchtime is over (LTS put their hand in the air)

Our playtime rules are:

- Play in the right areas
- Be polite
- Be kind
- Play safely
- Take care of the school grounds
- Use equipment properly and safely
- When the whistle blows (KS1) or hands raised (KS2), stop talking and line up (KS1) or go in (KS2)

Strategies – small

- Pause and wait for eye contact
- Speak to the child and remind them about behaviour
- Glare; raise eyebrows, angry surprised face
- Change voice tone/volume. Distract and draw attention to positive
- Move closer to child or move child
- “Do you need me sort this out/get involved?”
- Ignore. Hand on shoulder (calming)

Medium

- “What rule are you breaking?”
- “I’m surprised by your behaviour because..”
- Use other children to say what behaviour they don’t like and why. Explain what is wrong; suggest how it could be put right
- Sit near teacher “I’ll help you to control yourself”. Sit away from group.
- Give straight forward instructions “I need you to.....”
- Take to one side to discuss individually
- Talk with all individuals concerned so that they can listen to each other
- Loss of some playtime (to put it right?)
- A chance to rectify the damage
- Walk with adult at playtime

- Stand to one side in the playground/classroom Time out e.g 5 mins
- Offer choices to avoid confrontation

Large

- Write letters of apology/explanations of what happened
- 4ws – *What happened? Why it went wrong? What rule did I break? What can I do to put it right?*
- Whole class discussion with child present
- Talk to parent with/without child present
- Refer to the School Agreement/School Rules
- Exclusion