

Cotsford Primary School

Behaviour Support Policy & Guidelines

Created: September 2019
Reviewed: October 2023

Cotsford Primary is committed to the Rights of the Child. Although direct reference to this is not continually made throughout the written the policy, children's rights are at the centre of all of the school's work and underpin our ethos and values.

This policy also complies with Article 12 'Every child has the right to have a say in all matters affecting them, and to have their views taken seriously' and Article 28 of the UNCRC 'Every child has the right to an education'.

Introduction

At Cotsford Primary we believe that members of our school community will achieve well through providing a happy, welcoming, safe and stimulating environment where individuals can build on their experiences to develop intellectually and socially.

We recognise that regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, then we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice.



This Policy should be read alongside other policies including Safeguarding, Anti-Bullying, Restrictive Physical Intervention, Online Safety, SEND and PREVENT.

Core Values

Our mission and purpose are captured in our five core values which are to be ambitious, resilient, respectful, confident and successful.

Aims

- To maintain a safe, orderly and positive environment in which both adults and children may flourish.
- To provide clear guidance to parents, staff and pupils regarding standards of behaviour expected in school.
- To encourage a sense of collective responsibility amongst staff and a sense of commitment to the whole school amongst pupils and their parents.
- To contribute to the social, emotional and moral development of our pupils as individuals, as members of our school community and in preparation for their role as valued, responsible members of a wider society.
- To contribute to the development of each individual's self esteem.
- To develop children's awareness of how their individual actions, affect others.
- To provide children with the skills, knowledge and guidance on how to manage their emotions and behaviour.
- To provide staff with behaviour support strategies which are manageable.

- To ensure that all staff apply the policy fairly and consistently.
- To teach children their rights and to respect the rights of others.
- To recognise and reward positive models of behaviour.
- To share successes and challenges with parents.

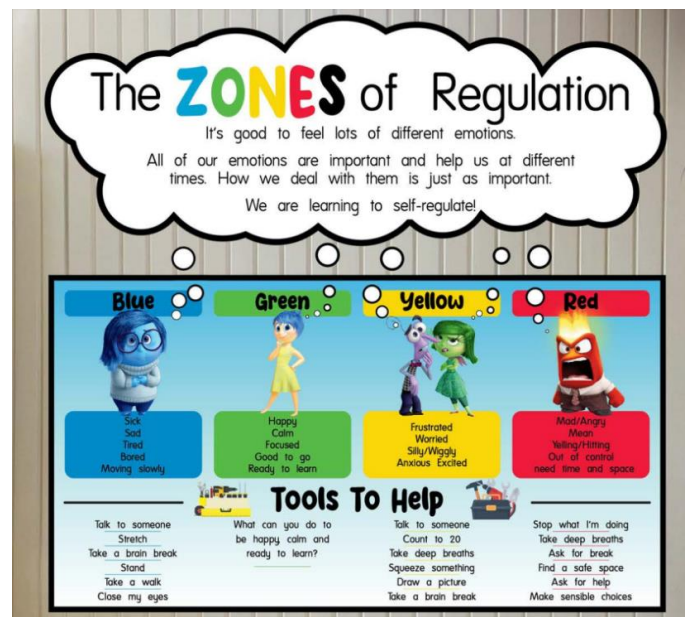
Behaviour Support

Rights and Respect Charters

Charters establish the expectations that our pupils have in order for their rights, and the rights of others, to be respected. They are compiled by the children with much discussion and can be changed if needed. The content of the charters are discussed when need arises.

Zones of Regulation

The Zones of Regulation is a proactive, skills-based approach to teaching the children to think and talk about how they feel on the inside. It sorts emotions into four coloured Zones, all of which are expected in life. By supporting the children to recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.



Rewards

Staff should regularly praise children as this has a powerful impact on self-esteem and positively reinforces expectations.

Rewards used:

- ✓ Praise - Public & private, verbal and written
- ✓ Children receive Dojo points and certificates:
 - ✓ 40 = bronze certificate
 - ✓ 60 = silver certificate
 - ✓ 80 = gold certificate
 - ✓ 100 = platinum certificate
- ✓ Dojo points accumulate and pupils may cash in their points at the Dojo shop at the end of each half term at which time the points are reset. Or can be banked in order to 'purchase' a higher value item the next time.
- ✓ Certificates are written out and presented on Friday in assembly.
- ✓ Dojo points may be awarded to individuals and whole classes by all adults in school.
- ✓ The class with the largest total at the end of the week will earn the 'Class of the Week' trophy and the class who earns this the most times in

a year will win a prize at the end of the year.

- ✓ In each class the individual with the highest number of Dojo points will get a pick out of the prize box during assembly on Friday.
- ✓ Head Teacher certificates are given to children who have been nominated for a positive attitude, good listening, classroom work, effort, behaviour, social skills etc. Names are recorded in the 'Well Done' Assembly file.
- ✓ Teachers may also send children to the Headteacher for recognition for their work, efforts or good behaviour.

Praise and rewards should be realistic, consistent, sincere and as immediate as possible. All praise and encouragement should be linked to some observable standards, expectations, showing responsibility or respecting the rights of others.

Consequences

In our school we expect a high standard of behaviour from everyone. If a child chooses not to respect other children's rights or indeed their own, the following consequences may be applied:

- Spoken warning
- A short time working away from the group or class, or time away from play opportunities on the yard (Time Out).

Time Out

The pupil is asked to speak to the adult away from others:

- Boundaries are reset
- The pupil is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning
- The pupil is given the opportunity to reengage / follow instructions

At times, it may be appropriate to ask another staff member to speak to the pupil or for the pupil to take their Time Out in another class.

This will be logged on Class Dojo identifying the behaviour as disruptive, hurting others, a wrong choice or not showing the core values. This will notify Dojo contacts of the behaviour and allow monitoring by the Headteacher.

In some circumstances a consequence may also mean:

- Missing a break time / or social time
- Speaking with parents - class teacher
- Being sent to the Headteacher
- Telephone call home to inform parents or a request to see parents
- Activities and clubs beyond the school day being withdrawn

Incidences should be recorded on CPOMS when they involve:

- serious incidences of negative behaviour
- multiple children
- bullying or allegations of bullying
- discrimination or allegations of discrimination
- online misuse including cyberbullying

In extreme cases, a seclusion at The Guidance & Learning Centre at Easington Colliery Primary School would be considered.

If negative behaviour is displayed during before and after school clubs the club leader, or a member of staff on behalf of an external club leader, should speak to the child's parents and advise them that if the negative behaviour continues their child will be unable to attend the club.

Teachers with concerns about a child's behaviour will seek parental support to help their child and individual strategies may be applied, for example, a positive book, individual sticker charts, a home / school diary.

When a child is struggling to regulate, staff trained in Team Teach will be called upon to support the child to de-escalate, however there may be circumstances where, when preventative strategies have failed, some form of Restrictive Physical Intervention (RPI) may be unavoidable.

All incidents where this has been necessary should be brought to the attention of the Headteacher. See Restrictive Physical Intervention Policy.

Individuals who present more challenging behaviours and for whom the school Behaviour Policy is having a limited impact will be provided with more specialised support in school in consultation with parents and support from external agencies may be requested.

For children displaying repeated negative behaviours an Individual Behaviour Plan (IBP) and a Behaviour Contract may be created.

Fixed Term Suspension and Exclusion

Should a child's behaviour lead to a seclusion of between 1 and 5 days, work will be sent home with them to be completed during the time of suspension. The school may also access The Guidance and Learning Centre based at Easington Colliery Primary School. The regulations allow Head Teachers to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil should be taken only:

- (a) In response to serious breaches of the school's behaviour policy; and
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher or in the absence of the Headteacher, the most Senior Teacher who is acting in that role can suspend a pupil.

A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used at a last resort. There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- (a) Serious actual or threatened violence against another pupil or a member of staff
- (b) Sexual abuse or assault
- (c) Supplying an illegal drug
- (d) Carrying an offensive weapon

In such circumstances the school would also consider whether or not to inform the Police where such a criminal offence has taken place. Consideration would also be given as to whether or not to inform other agencies, e.g. Youth Offending Team, Social Services, etc.

In the event of fixed term suspension, the School would follow guidance documents agreed by the LA.

Monitoring & Evaluation

All Staff continually monitor the behaviour of the children and communicate with each other when there are concerns and / or patterns presenting.

SLT will regularly review the Dojo system to ensure that there is fairness and consistency across school with the points which are awarded and to spot any patterns of behaviour which may need further attention.

The effectiveness of the Behaviour Support Policy is monitored regularly and reviewed as required.