



CUDDINGTON PRIMARY SCHOOL

POLICY FOR BEHAVIOUR MANAGEMENT

We provide a safe and inclusive learning environment where everyone is valued and encouraged to aspire to be the best that they can be, with relationships at the heart of our approach.

Rationale

We aim to establish a happy and caring school community, which encourages respect for others' feelings, beliefs and possessions and we understand that such a community needs a structure to develop socially responsible behaviour that will equip children for life.

Everyone at Cuddington Primary School has the right to feel safe, secure and respected. Our pupils have the right to learn without being disturbed or distracted and should view school as a place of safety.

In most cases, we choose to behave in the way that we do – children need to fully understand that their behaviours are a choice for which they are responsible.

All adults within the school consistently model and promote positive standards of behaviour and we expect the children to master responsibility for managing their own behaviour.

All school staff recognise that positive behaviours are closely linked to high quality and stimulating teaching and learning which is supported by valued relationships between all members of the school community.

Aims

We work together to ensure that:

- our school is a happy and caring community where everyone feels safe, secure and respected.
- we promote positive self-esteem, self-discipline and positive relationships.
- our children can learn without being disturbed or distracted and feel safe within school.
- we all have respect for others' feelings, beliefs and possessions.
- we have a well-structured and consistent positive behaviour management system firmly in place.
- all adults in school consistently model and promote positive standards of behaviour.

- we have consistency of response to both positive and negative behaviours.

Respect, Collaborate and Aspire are Cuddington's 3 core values. The following rules incorporate these values.

School Community Rules

We (school staff and children) choose to;

1. Respect ourselves

(Proud of who we are, proud of our achievements, staying safe at school and online, aspiring to be the best that we can be, using our manners)

2. Respect others and their learning

(Being honest, showing kindness, listening at the right times, listening to others' opinions, moving around school safely)

3. Respect our property and our environment

(books, library, classroom equipment, sports equipment, playtime equipment, tools for learning, toilet environments)

Behaviour Management

The culture is set by the way that the adults behave. (Paul Dix 2017)

School staff set the tone for behaviour in their classrooms and around school. Staff must model pride in their environment, the tidiness of their working space, a calm demeanor in the face of negative behaviour and good manners.

1. Staff must use consistent language (positive framing) when speaking with children about their behaviours; for example, 'Well done, you have chosen to respect others by showing kindness'.
2. When praising children there needs to be an emphasis on the process the child has gone through to achieve (perseverance, independence, hard work).
3. Teachers and Teaching Assistants must demonstrate 'signal, pause, insist (Walkthru)' when needing whole class attention
4. All school staff should model 'calm' when dealing with any child's negative behaviour; for example, 'You have chosen to stop **** from learning as you are talking when you shouldn't be – please listen.'
5. Teachers and Teaching Assistants will greet each child each morning as they come into the classroom. Staff will be in their classrooms before children come in from playtime and lunchtime – greeting the children positively.
6. We recognise that for a small number of children behaviour may not be a choice but an expression of anxiety. Where children demonstrate more challenging behaviours which lie outside the scope of the general Behaviour

Management Policy, there will be extra monitoring and support by way of ensuring rubber boundaries are put in place. Senior Leaders will be available to work with the class teachers to support this;

Teachers and Teaching Assistants must;

- Start with recording the behaviour (actions)
- Take time to analyse the underlying causes (setting and triggers)
- Analyse the consequences (results)
- Alter the triggers and/ or results
- Teach more appropriate responses
- Consider your role as the adult and whether you contributed to the escalation or de-escalation of the incident

Recognition

Positive behaviour will be recognised in the first instance through the use of verbal praise, and the sharing of work or behaviour with others who will also deliver praise.

Class Dojos

Each child has their own 'dojo.' This is displayed on the interactive whiteboard in each classroom.

- Each child has opportunities to earn 'dojo points' for demonstrating positive behaviours through the 3 school rules. Parents can view how many dojos their child has earned.

School Awards and Golden Book/Head Teacher Award.

Each Friday in Celebration Assembly, 1 child from each class is chosen by their teacher to earn a 'School Award' certificate – these are given to children who have stood out that week in demonstrating one or all of the school values. A child who has stood out as a role model to others may also be chosen to go into the 'Golden Book,' and earn a Head Teacher's award.

Consequences

At Cuddington, we recognise, that children can display negative behaviours or behave in breach of our school rules. When this happens, the following will apply;

1. a) Drive by - gentle reminder you know they can make a better choice.
b) Identify the rule the child has broken. Tell them they must stop this behaviour or they will receive a second warning. Remind the child of a time they were behaving how you would like them to. Finally, ensure they have understood what you have said.

2. Identify the rule that has been broken. Remind the child that this is the second warning and a third warning will result in a sanction. (They should know what the sanction is so don't explain this). Ask if there is anything you can do to help them behave appropriately.

3. Explain they have got a third warning and you will reflect with them at break time or lunchtime. Remind them if their behaviour continues, the time of their sanction will increase. After a third warning, the member of staff will record their poor behaviour on CPOMs so all senior leaders are aware of what has happened.

If a child feels that receiving a sanction is unfair, tell them that you will listen carefully to them after the lesson and now is learning time.

If a child's negative behaviour has been recorded 3 times on CPOMs following warnings (above), then the class teacher is to contact parents to arrange a meeting. Parents are informed of the 3 occasions and that their child is at risk of being put onto a 'Behaviour Plan.' If a child's behaviour does not improve (ie a further 3 occasions recorded on CPOMs), then a meeting will be planned with the Class Teacher, Parents, Child and a Senior Leader. It is a Senior Leaders' decision to place a child on a Behaviour Plan.

Any misuse of school technology (please see the Acceptable Users Policy) is immediately recorded on CPOMs with class teachers contacting parents on the same day. If the same child does this on a second occasion, then it is referred to the Head Teacher (or Deputy Head Teacher) who will arrange a formal meeting with the child's parents.

Poor behaviour beyond the school gates

Schools are empowered to tackle behaviour beyond the school gates. For example, during an off site school visit or when the child is wearing our school uniform or is in any other way identifiable to our school. At Cuddington, should these rare instances occur, we will follow the guidance in this behaviour management policy.

Equality Act 2010

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to.

As a school, Cuddington Primary cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act makes it unlawful for the responsible body of our school to

discriminate against, harass or victimise a pupil or potential pupil in the way it provides education for its children or how it deals with negative behaviour.

Exclusion

We recognise that there may be rare occasions when a pupil's behaviour is such that their exclusion from school is the only course of action appropriate. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the Chair of Governors has been notified. The Governing Board and Head Teacher at Cuddington Primary follows the guidance in Section 3 of the DfE's 'Exclusions from Maintained Schools' September 2017 with particular reference to 'a guide to the law.'

Approved by Governors November 2020 (following consultation)

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