

CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL POLICIES AND PROCEDURES

Behaviour Policy



‘Let your light shine’ Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

Date Reviewed

November 2022

Date adopted by Governing Body

17.1.23

Date for next review by Governing Body
Our Vision

November 2023

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Our School Values

At Cuddington and Dinton C of E School, we place great emphasis on our values which underpin all that we do in school. These values are:

- To show **respect** for each other
- To demonstrate the Christian ethos of **love**
- To be **resilient**, confident and determined to do the best we can in all things
- To demonstrate **trust** in our dealings with others
- To show **integrity** and honesty in all our actions
- To have **belief** that we can all achieve success and excellence that contributes to our Christian community

Aims of Policy

- To encourage consistency of response to both positive and negative behaviour through clear expectations and fairness
- To define acceptable standards of behaviour
- To encourage and reinforce positive behaviour through our PSHE curriculum, assemblies and throughout school life
- To ensure the safety and well-being of all children, staff and visitors
- To teach children that actions have consequences
- To ensure that all children are listened to and treated with equal respect
- To ensure positive motivational strategies are employed, including our rewards and sanctions
- To promote self-esteem, self-discipline and positive relationships
- To encourage de-escalation rather than confrontation
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#).
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Expectations

At Cuddington and Dinton C of E School we will:

- Treat each other with respect always, therefore providing a positive role model for the children and each other.
- Reward good behaviour;
- Provide encouragement to all children;

- Treat all children fairly by applying this policy in a consistent way, taking into account individual needs;
- Avoid any behaviour considered to be bullying
- Ensure that each class has shared the Pupil Code of Conduct;
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Pupil Code of Conduct (School rules)

- Ready
- Respectful
- Safe

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENCo will review challenging behaviour to determine whether a pupil may have underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Rewards should cover the broadest possible range of achievements and therefore be accessible to all children. Children are rewarded for demonstrating the school values with credits, in our weekly Celebration Assembly and through the awarding value leaves. We believe that the school values underpin the behaviour policy and helps the children to reach their social and academic potential.

We also use:

- Verbal praise
- Stickers
- Gold Headteacher Stickers
- Other class-based reward system/ strategy discussed with SLT

Classroom Management

Our aim is for all aspects of school to be a positive experience for all our school community and therefore positive behaviour is always promoted and the Pupil Code must be followed. The management of behaviour starts with the behaviour management skills of all staff.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Low-level disruption is dealt with and not ignored
- Using positive reinforcement

In order for a situation to be dealt with effectively and appropriately, all incidents must be reported in a timely manner and preferably within one school day; this is done on CPOMs. Incidents that happened 'a few days ago' are not easily resolved. Children must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance, this is often done through an email to the school office. Concerns raised by parents will be recorded by the class teacher on CPOMS and will be reported to other staff following the escalation process as appropriate.

The staff member will discuss the incident with the children concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

Adults

- will **Praise in public and Discuss in Private** (PIP and DIP); positive behaviour is dealt with overtly in front of others, negative behaviour is dealt with discreetly and quietly.
- are **calm and consistent** in their approach. An emotional response to poor behaviour serves to reward the child and lead them to thinking you are not in control.
- should **use the suggested scripts** for dealing with behaviour incidents to ensure that there is a calm, consistent and kind approach to difficult behaviour (See Appendix 1)

Restorative Conversation

After any incident it is important for a period of restoration to happen. This allows everyone involved to feel they have been listened to and to repair relationships. These can only happen after the event and when everyone is again calm. (See Appendix 2)

In the playground

Playground equipment is provided for children to use. They are expected to play sensibly and share space and equipment responsibly.

Children are expected to ask permission before entering the building during breaktimes e.g. to go to the toilet. After the bell has been rung, the children will line up in their class lines. The children should walk into school in a quiet, orderly manner.

Children whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported back to the class teacher and be recorded on CPOMS. More serious incidents should be reported to a member of the Senior Leadership Team immediately.

Wet Playtimes

Children are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that children are clear about these rules for wet playtimes in the classroom area.

- Children should remain seated as much as possible;
- Any movement around the classroom should be calm and orderly;
- Children will only use the equipment, games and resources designated by their teacher for the wet lunchtime period;
- Teachers may wish for their class to watch age-appropriate programmes;
- For safety reasons, scissors, paint, glue or the computer should not be used;
- Children should clear away when asked to do so by the adult supervising.

Behaviour outside school

Children are also expected to behave in a polite and orderly manner when they are on their way to and from the school. This also means that their behaviour outside the gates, when leaving school should always be of a high standard.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, or sports activities)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Consequences and sanctions

In trying to promote positive behaviour for all children there will also be times when children need to be reminded of their responsibility for poor behaviour. Consequences and sanctions should be applied fairly and consistently and be appropriate for the age and stage of a child's development.

The steps to be followed for sanctions are as follows:

1. Child to be given a verbal warning
2. If the behaviour is seen again, the child misses part of the following playtime or in the case of lunchtime behaviour will sit in the library and class teacher informed
3. If the behaviour has not been modified, parents are contacted and made aware. Discussion leads to an understanding of a need for a change in behaviour by the child and of the concerns being raised from continuing poor/ unacceptable behaviour.
4. The Deputy or Assistant head becomes involved with further sanctions applied by them. The child may be required to work in a different class for half a day to see improvements.
5. The headteacher becomes involved. They may be required to work in the headteachers office during lessons. If there are more than two incidents needing level 4&5 involvement in a week parents will be invited into school and a behaviour support plan will be put in place.

Escalation for continuing poor behaviour

Any child who has been considered to have significant difficulties will be placed on a Behaviour support plan which will be shared with parents during a meeting. This may be supported using a behaviour book to ensure clear communication of concerns, sharing of information and careful monitoring of behaviours. A Behaviour support plan is intended to be a short-term support to see significant improvements in behaviour using a consistent approach. This will be reviewed after 2 weeks, with a further 2 weeks monitoring.

We may remove a child from the classroom in response to serious or persistent breaches of this policy. Children may be sent to work in isolation if they are disruptive, and they will be expected to complete the same work as they would in class.

If at the end of two weeks on a behaviour plan there continue to be concerns regarding behaviour with no significant improvement seen, professional external advice will be sought by the school. This will be shared with parents.

While a Behaviour support plan is in place a child may still be in danger of internal or external exclusion. All internal and external exclusions are reported to Governors for monitoring and strategic planning. External exclusions are reported to the Local Authority. Only External Exclusions remain on the child's educational record.

Exclusions

In serious incidents, or incidents which are repeated following work in partnership with parents, the Headteacher may need to take more formal measures such as internal or external exclusion. However, it should be recognised that this is a last resort and will only be used when the Headteacher deems it necessary.

The following exclusions may be applied:

1. Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time, they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. Fixed term exclusion—At times it may be necessary to exclude a child for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff will discuss strategies with parents so that the child's return is a positive experience.
3. Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that Cuddington and Dinton C of E School is unable to further meet the child's needs.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Zero-tolerance approach to sexual harassment, sexual violence and child on child abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other children.

Physical Restraint

As outlined in the DfE guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>, all staff have a legal power to use reasonable force if in their professional judgement it is required. Staff may use reasonable force to restrain a pupil to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
- restrain a child at risk of harming themselves through physical outbursts.

All staff receive training in de-escalation called Buckinghamshire (Norfolk) Steps, Step on training. The first training provided allows staff to use guides and support to move children if they are needed.

The training means staff will ensure any handling is:

- applied using the minimum amount of force and for the minimum amount of time possible
- used in a way that maintains the safety and dignity of all concerned
- never used as a form of punishment

All restraints are recorded on our CPOMS system and reported to parents.

Some staff have also received additional training which is called Step Up training. This is only given to staff who may need to support the behaviour of a child with an identified need. Again, all restraints are recorded on CPOMS and reported to parents.

Behaviour management will also form part of continuing professional development.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Roles and Responsibilities

The governing body is

- Responsible for reviewing and approving the written statement of behaviour principles.
- Review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is

- Responsible for reviewing this behaviour policy in conjunction with the governing body and staff
- Responsible for ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for

- Modelling positive behaviour
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Links to other policies

Other policies which should be read alongside this policy include

- Child Protection

- Equalities Policy
- Staff Code of conduct
- E- Safety Policy

Monitoring of the Policy

We will regularly monitor our behaviour system. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/children
- Recorded incident reports (CPOMs)
- Feedback from classroom observations
- Questionnaires from parents/staff/children
- Feedback/comments from visitors to the school

This policy is intended to be used by all staff. Students undertaking placement in this school are also expected to follow this policy.

Appendix 1

Adult Scripts to be used consistently across the school

Scripts will prevent adults from making comments that may have been used in an emotional response that will not be helpful to the situation or the child.

Managing a situation where a child is trying to seek control/power:

- I understand(that you feel angry, upset)
- I need you to (come with me so we can talk about this properly)
- I hear what you are saying.....(it is not easy, but I know that you can handle this – remember when....)

30 second intervention is used when a child is struggling with a particular behaviour:

- I noticed you are(having trouble getting started, wandering around the classroom)
- It was the rule about (being respectful, ready, safe) that you broke when you..... (refused to do your maths, flicked the pencil at XX)
- You have chosen to (catch up with your work at lunchtime, move to the front of the class)
- Do you remember last week when you(tried so hard with that work on fractions, helped XX on the playground). That is who I need to see today.
- Thank you for listening (*Move away and give the child take up time*)

The script deals with poor behaviour whilst also reminding them of their good behaviour. This response becomes quick, efficient and predictable and takes the emotion out of the situation

Appendix 2

A restorative conversation can only take part when the heat is taken out of a situation. It should be used when there has been a heated situation involving 2 or more children:

- What happened? (Asking a child why they did something is extremely difficult to answer and immediately creates confrontation)
- Who else was affected?
- How were they affected (or how did this make them feel)?
- How can we put this right?