



Cossington C.E. Primary School

'Care, Significance, Purpose'

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With a foundation of distinctly Christian Values at our core, Cossington CE Primary School aims to offer an inclusive and inspirational learning environment where every learner is warmly welcomed and can say:

'I am cared for' because God loves me and calls me to care for others.'

'I am significant because God chose to create me and everyone else in his image.'

'I have purpose because God created me, and everyone else, with their own unique personality and abilities.'

All of these are rooted in our Christian beliefs that God is a God of Love, Grace and Faithfulness.

It is the aim of all associated with Cossington Church of England Primary School that all children should have the opportunity to achieve their full potential in all areas of the curriculum and in all other aspects of school life. We promote an ethos in which every stakeholder in the school cares for each other, keeping everyone safe every day. Pupils are taught that they are significant and that everyone has rights and a responsibility to show respect to each other. The school also believes every child has a purpose and an entitlement to achieve to their full potential.

At Cossington Church of England Primary school we aim to work together, guided by our values so we can all grow and flourish academically, spiritually and socially. Through a positive outlook, exploration and excellence we aspire to learn, act and achieve together. The aim of this policy is to ensure the behaviour and attitudes of pupils enables the promotion and success of the above principles and values.

2. Anti-Bullying Statement

At Cossington CE Primary School we believe that all people have a right to be cared for, that all people have significance and all people have an individual purpose. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. We do not tolerate bullying in any form.

The school has a full anti bullying policy which should be read in conjunction with this policy.

3. Behaviour Expectations

At the beginning of each autumn term, all children are involved in work about behaviour expectations and class rules. This will involve talking about our Christian Values and our school mission statement. Children have an input into their classes agreed rules.

Cossington's Christian Values

Hope

Koinonia

Wisdom
Fairness
Forgiveness
Thankfulness

In each class there will be work undertaken with the children to explore what type of behaviour is expected in order to reflect our values..

These include expectations such as:

- Following instructions
- Keeping hands, feet and unkind words to yourself
- Speaking politely to everyone (even when you feel bad tempered)
- Being considerate in the playground so that everyone may enjoy their playtime
- Helping each other
- Learning in a way that enables everyone to learn

Throughout the year children are reminded of behaviour expectations.

4. Promoting Positive Behaviour

A positive approach to behaviour is always encouraged rather than a punitive and negative one. Good behaviour is actively looked for and praised. To support this, many reward systems are operated throughout the school. Some of these rewards are personal and intrinsically motivated, whilst others are more public.

The list below are some of the rewards children may receive related to their positive behaviour (this is not an exhaustive list):

- Verbal praise
- Visit to another classroom to receive public praise
- Visit to a senior member of staff for praise
- Stickers
- Additional play time/golden time
- Star of the week awards in collective worship time
- Public recognition in collective worship time
- Public recognition in the newsletter
- The half termly Christian value is the focus for the children's weekly behaviour achievements in collective worship where individuals can be recognised for their efforts to demonstrate the value in action.

5. Sanctions

When a child's behaviour is contrary to the behaviour expectations, at any time of the day including break times and lunch times, then the following sanctions are used in this order by all members of staff.

1. The child receives a verbal warning
2. Time out within the classroom eg working alone (or at lunchtimes/playtimes in a designated area)
3. Time out in another classroom (not applicable at lunchtimes & playtimes)
4. Child sent to the Key stage co-ordinator
5. Child sent to the Head Teacher
6. Letter sent home to parents
7. Parents asked to come to school and agreed action taken
8. Temporary exclusion
9. Permanent exclusion

If the child's misbehaviour is of a very serious nature, then it will not be necessary to follow the list of sanctions in order.

Each day will be a fresh start for a child, but teachers will keep a log of all time out and above misbehaviours.

For children who are on the SEN register, for specific behavioural needs, then their IEP (individual education plan) will detail the rewards and sanctions specific to the individual child.

6. Routes to Resilience

Cossington Church of England Primary School is committed to the character education of children and uses the 'Routes to Resilience' programme to promote this. Children are taught about character strengths and how to develop character muscles through a series of discrete teaching and activities embedded in the lessons focusing on other curriculum subjects. Pupils are given the vocabulary to talk about character strengths in themselves and in others and this vocabulary is used by staff and pupils as part of wider behaviour management strategies.

7. Parents

A child is most likely to develop both academically and socially when the school and parents are working together.

If a child is having persistent behavioural difficulties, then it is important that parents are informed at an early stage, so that appropriate strategies can be worked out between the school and the parents. In such cases, it should be made clear what the behaviour to be improved is and what will constitute success.

In the event of a parent being unwilling to work with the school, or acknowledge the behaviour problem of their child, the school reserves the right to implement behaviour strategies for the child.

8. Staff

Staff support one another when dealing with poor behaviour and if staff are faced with persistently poor behaviour, then they should seek support from the Head or Deputy to discuss strategies for dealing with the issue.

If behaviour problems escalate such that exclusion of a pupil is likely then appropriate governors should be alerted to the possible difficulties and the possibility of future action to be taken.

9. Adult Volunteers

Parent helpers should expect the same standards of behaviour as teachers and other adults who work in school.

10. Off site activities

The behaviour policy also extends to all activities that pupils take part in off site activities. If the poor behaviour of a pupil is of a very severe nature then the school reserves the right to terminate the activity for the child.

11. Reasonable force

There may be times when members of staff need to use reasonable force to ensure safety of all stakeholders is maintained. If necessary reasonable force will be used in the following situations:

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

For disabled children and children on the SEN register, for specific behavioural needs then reasonable adjustments for that child will be made in regards to the use of reasonable force.

If a member of staff has found it necessary to use reasonable force on a pupil then the incident will be recorded and reported to the Head Teacher and Deputy Head Teacher who will decide what further action, if any needs to be taken. The incident **must** be recorded at the earliest possible time in the central log book.

Reviewed and updated on 08/01/2020

To be reviewed on 08/01/2023

Signed

Headteacher

Governor

Appendix

DFE guidance on behaviour and discipline

(A copy of the full DFE guidance is available on the DFE website)

Behaviour and discipline in schools

Advice for headteachers and school staff

January 2016

The school behaviour policy

What the law says:

Maintained schools

1. The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which regulate the conduct of pupils.

2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents² and pupils at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Power to use reasonable force

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Associated resources

1. Home school agreements
2. Use of Reasonable Force – advice for headteachers, staff and governing bodies
3. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies
4. Exclusions Guidance
5. Safeguarding
6. SEN Code of Practice
7. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.