

Cottons Farm Primary Academy

Behaviour policy

"This is how we do it here..."



Implemented: February 2022

Review date: February 2023



“This is how we do it here...”

At CFPA we believe that children learn best when:

- They are happy
- They feel safe
- They feel valued as individuals
- They feel that they are treated fairly by everyone

We believe that parents and school should work in partnership to promote the beliefs and operation of this policy. School and parents work together to develop social skills which will help each child live happily in the world and which allows them to co-exist peacefully in an atmosphere of care and support. These values are implicit in the delivery of the National Curriculum and the development of a good school.

CFPA is a place which works from a positive position, a school where children are successful and where all children adhere to the required standards of behaviour in the school. Staff act as role models from whom children can gain a great deal in developing their own life skills. This Behaviour Policy and its principles and beliefs will be implemented throughout CFPA. All aspects of school life have the same beliefs and expectations to ensure consistency for the children. In addition, this policy takes into consideration the impact on our pupils' well-being after the COVID19 Pandemic and the behaviour skills that they need for their future.

Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe.
2. Ensure that children remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure children understand the policy and the reasons behind its development having been part of all decisions made.
4. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
5. Apply the policy consistently and fairly to all children by all staff including supply staff and is available to parents.
6. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
7. Ensure that we as staff members set an example to the children which they can respect and follow
8. Work to encourage children to manage their own behaviour so that they can become effective citizen.

School Rules

These are our whole school rules which are explained to children regularly and displayed around school. They are also shared with parents in a variety of formats:

- 1) Ready 2) Respectful 3) Safe

Character Competencies

Pivotal to our ethos and culture at CFPA, is our character competencies. All staff and children within school will always be on the lookout for these character competencies. Our carefully-planned curriculum is underpinned by these principles and it is what define us at CFPA.

We are...



Choices

We believe that every child at school has a choice to make the right or wrong choice. For those making the right choice, we will always ensure that they are not overlooked and that this is always recognised. However, for those pupils that make the wrong choice, we will aim to provide the necessary support and guidance in order to help them with their choices.

Good choices at CFPA

At Cottons Farm we use Dojo as part of our reward system.

Pupils can earn DOJO points for the following reasons.

- CFPA Rules – ready, respectful and safe
- The Character Competencies
- Behaviour for learning – listening, participation, trying your best and teamwork
- Book work – excellent presentation and learning (work to be proud of!)

DOJO points are collected throughout the week and then the top winner announced on a Friday; they will receive a small prize and acknowledgment by the teacher.

Celebration Assembly takes place weekly (normally on a Friday); the teacher chooses two children to be rewarded

- One for the school motto- 'if you believe it, you can achieve it'
- One for a character competency- the teacher selects the most appropriate for that child

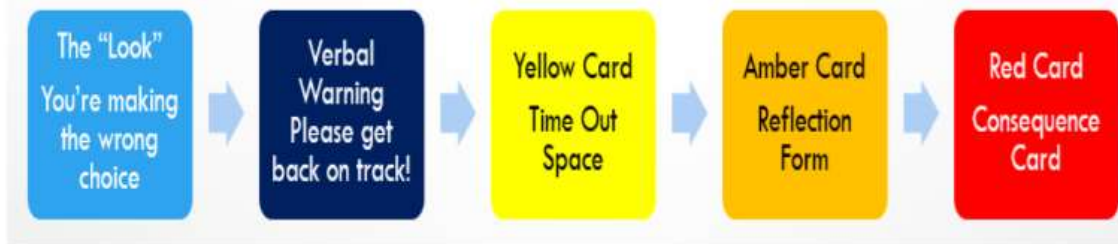
Each teacher will have a small number of rewards systems that are personal to their class (taking into account the specific needs of the children in their class). For example, table point for team work; superhero capes for good work or kindness; stickers for good manners and effort.

If a child has worked exceptionally hard on a piece of work, the teacher can send them to see a member of SLT for acknowledgement, a photo and sticker (some photos may be chosen for the weekly newsletter).

At the end of each half-term, we will have a Gold Award Assembly where we will reward those children that have excelled in their attainment and/ or progress. The teachers will also select a child from their class who has demonstrated a character competency and they will be rewarded with a certificate.

Wrong choices at CFPA (Consequence System)

When pupils make the wrong choices, we will use the following process in order to support them with their behaviour:



When giving the cards to the pupils, this should be done in private with the child. It must not be visible for all the other children to see.

Stage 1 – the “look” A disapproving look or request to refrain from the unwanted behaviour is sufficient.

Stage 2 – verbal warning Quiet word with the child - A reminder of the 3 simple rules in school I noticed you are (having trouble getting started/ struggling to get going/wandering around the classroom It was the rule about ...(lining up, staying on task, not being respectful) that you broke. You have chosen to (move/ catch up on work at lunch time) Do you remember last week when... (you completed that work and went to see Miss Julian, got a dojo message home for excellent work and behaviour) That is what I need to see today... Thank you for listening (give the child some take up time) (ready, respectful, safe) delivered privately to the child. this stage where possible.

Stage 3 – 1st Yellow Card First, please follow the actions mentioned above. If the bad choice persists, then give the child a yellow card. At this stage, clear verbal caution delivered privately wherever possible, making the children aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about your next step.’ Ensure that you speak to the pupil privately and give them a final chance to engage. Offer a positive to do so and refer to script for examples. Time out space – time out is a short time inside the classroom in a certain ‘thinking space’ to allow the child to calm down, breathe and look at the situation from a different perspective.

Stage 4 – Amber Card (last chance and reflection time) Reflection time – the pupil will need to stay in during social time in order to complete a reflection form. This should take approximately 10 minutes to complete. This will need to be completed at break or lunch time after the card has been given. Discuss the behaviour with them and try to find out if they are okay. Use positive language in the reflection process such as: “do you remember last week when you (INSERT COMPLIMENT HERE) that’s the person that I want to see today.”

Reconnect with the child as soon as possible with lines such as... ‘I’ve heard what you said...’, ‘It’s not like you how can we avoid this happening again?’ Language is key in reconnecting with the child. You need to make sure that you feel that there is a way back for them and that they have a second chance. You must always believe in them. Continue to follow the actions above. Again, if the poor behaviour persists, the child will earn their second yellow card. This is their last chance before earning a red card. A member of SLT to be informed about the child’s position and choices.

Stage 5 – Red Card CONSEQUENCE CARD – to only be given by a member of SLT

- Consequence Card sent home with the child.
- Phone call/meeting with the parent or carer to discuss the choices made by the pupil.
- Internal exclusion the following day for ½ day.
- Child to miss all of their social time the following day (pupil will stay in with an adult at break time and/ lunch time).
- Consequence Card to be on record.

- Only SLT members can give a Consequence Card

Questions and answers:

Q: For more serious incidents, can a pupil be given a Consequence Card straight away?

Yes, for some behaviour, a Consequence Card will be given in the first instance. These behaviours include:

- Threatening language
- Physical harm to others/fighting
- Refusal to cooperate to keep others safe
- Racist, religious, homophobic language
- Serious physical harm to another child or adult
- Extensive damage to school property
- Being unsafe and causing others to be unsafe

On some occasions, certain behaviours and their severity may require an exclusion. This will be decided by Mrs Patmore (The Principal).

Q: What happens if they earn an Amber Card in the afternoon? When will they pay their Reflection Time?

In this instance, you must give the pupil the opportunity to reflect on their behaviour. Allow them 10 minutes of solo thinking time and be very clear on the rule that they have broken. Be clear that they will need to catch up with the work that they missed on the following day. On the next school day, ensure that the pupil uses 10 minutes of their social time in order to catch up on any work that they completed during the reflection process.

Q: What happens after a Consequence Card?

As a result of a Consequence Card, a pupil will be placed on a school report for 1-week. The year group leader will be responsible for analysing the progress made by the child over this 1-week. Here is an example of the school report:

Behaviour Support Chart

| |
|--------|
| Name: |
| Class: |
| Date: |

| | Before school | Morning | Lunch | Afternoon | Evening | How it works... |
|-----------|---------------|---------|-------|-----------|---------|--------------------------------------|
| Monday | | | | | | ⇒ 3 points for an excellent session |
| Tuesday | | | | | | ⇒ 2 points for a good session |
| Wednesday | | | | | | ⇒ 1 point for a satisfactory session |
| Thursday | | | | | | ⇒ 0 points for a poor session |
| Friday | | | | | | |

3 = an excellent session, 2 = a good session, 1= a satisfactory session, 0= a poor session

At CFPA, we believe that good communication with parents/carers is vital in order to support the child. Therefore, daily handover meetings must take place in order to ensure that all of the key adults around the child are sharing examples of good behaviour.

Internal Exclusion Process

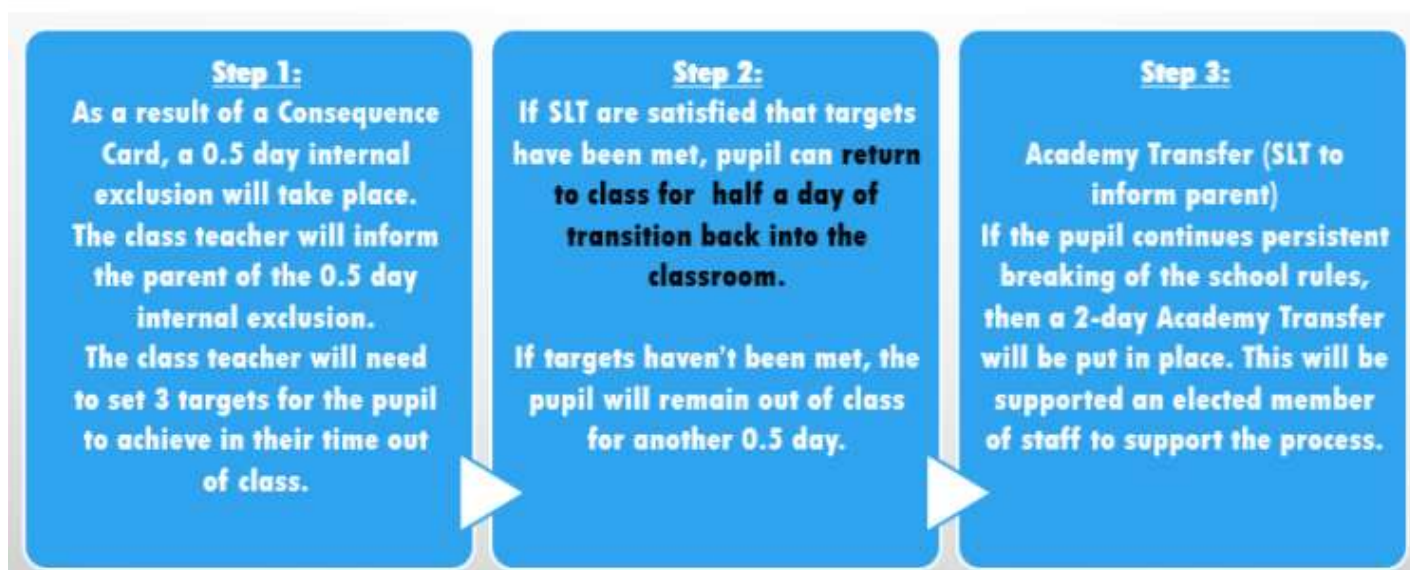
Where a Consequence Card has been given to a pupil, an internal exclusion process must take place.

The class teacher must meet with the parent/carer in order to share the internal exclusion process. Within this meeting, they must ensure that they set 3 SMART targets for the pupil to achieve in the internal exclusion. It is vital that these targets are relevant to the pupil's behaviour and needs.

A member of SLT will monitor the pupil's work and learning behaviour closely in order to ensure that they are working towards meeting these targets. If the pupil achieves these targets, they will be able to re-join the class as part of a transitional process back into the learning environment. If the pupil does not meet these targets, a further 0.5 day internal exclusion will take place.

The targets will remain in place for the pupil. If the targets are not achieved in the second 0.5 day internal exclusion, then an academy transfer will take place.

This will be a 2-day process where the pupil will need to be educated at a different setting.



Lunchtime Supervision

At lunchtime, supervision is carried out by the Midday Supervisors in the hall and TAs on the playground- they are an integral part of our Team and we expect the children to treat them as they do all members of staff in a respectful and safe manner. At lunchtimes, Mid-Day Supervisors will follow the system as outlined below for behaviour management.

Good choices:

Raffle ticket prizes – raffle tickets to be given to pupils for following the school rules in the lunch hall. Raffle tickets will be drawn on Friday's celebration assembly and the winners will get hot chocolate and chats with the Principal.

Wrong choices at lunch:

1.) Verbal Warning

A verbal warning is given to the child. The adult should approach the child so that she is next to the child (where possible) and speaking calmly. The child should be told that they have been given a warning and they should stop the behaviour straight away. Refer to the behaviour, rather than the child when speaking. For instance: "James, your behaviour is upsetting John. You need to stop taking the ball away from him. This is a warning."

2.) Yellow Card

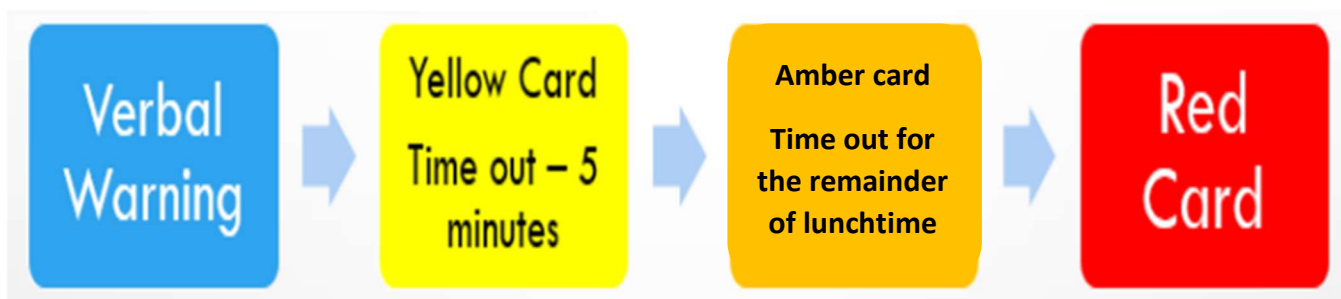
If the behaviour continues after a verbal warning has been given, the child is told they must have 'time out' and be given a yellow card. They will spend 5 minutes at the Reflection Area (formally known as 'The Wall'), where they will reflect on their behaviour and considering how they are going to improve. The adult will make sure that they monitor the time and the child will not be standing there for longer than five minutes. At this time, they must take the yellow card back to the adult who gave it to them and they should apologise for their behaviour.

3.) Amber Card

If the behaviour persists after the Yellow Card, an Amber Card will be given. At this point, the pupil will need to spend the remainder of lunchtime Reflection Area (formally known as 'The Wall') and the class teacher will be informed.

4.) Red Card – can only be given by a member of SLT If the behaviour continues after a Yellow and Amber Card, then the pupil can be given a Red Card. This will result in a Consequence Card being sent home with the pupil. The normal procedure for a Red Card will take place in this situation.

Lunch-time behaviour flowchart:



The Restorative Process at CFPA

Where there is conflict between two or more children, it is vital that members of staff attempt to find the root cause of the issue in order to repair and restore the relationship. If necessary, sanctions should be given; they must be in-line with the Consequence System and proportionate.

Conflicts should be investigated by members of staff and dealt with accordingly. Where necessary, issues must be escalated to our Family Support Worker. During the Restorative Process, the member of staff must act as a negotiator between the two parties that are involved. They must allow each person the opportunity to have their voice heard.

In addition, it is crucial that the meeting has an end goal for the group to achieve. For instance, "after this quick meeting we will be able to go straight back to our classroom work." Where possible, the children should be encouraged to solve the resolution by themselves.

Key questions to ask:

- *What happened?*
- *What do you think and feel about that?*
- *Who has been affected and how?*
- *What can you agree on to help in the future?*

How can parents/carers support us with behaviour?

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Reading the 'Home School Agreement' page with their child, signing it in the appropriate place and returning it to school promptly.
- Discussing the school rules with their child (READ/RESPECTFUL/SAFE) emphasising their support of them and assisting when possible with their enforcement.
- Demonstrate they are respectful when speaking to adults within the school.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that effective learning and teaching cannot take place without the right behaviour.
- Remembering that staff deal with behaviour problems patiently and positively.
- Knowing that if adults are modelling aggressive behaviour then there is a chance that children will copy such behaviour, as is the case when adults show a calming approach.
- Support our ready, respectful and safe positive behaviour policy.

Supporting children who need some additional help with their behaviour

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Occasionally children with Special Educational Needs and Disabilities (SEND) have points in their inclusion passports that deal with behaviour. These will need to be taken into consideration when dealing with individual children. If deemed necessary a child will be given an individual behaviour plan.

Alongside our whole school approach to positive behaviour, early intervention may need to be applied. Even in schools that provide a calm, supportive environment, there may be children that do not flourish (Intervening Early, DfES 2002).

Some children are unable to learn due to personal, social and health reasons, and e.g:

- Unable to cope with or respond to instructions
- Attention seeking
- Anxious and worried
- Find communicating difficult
- Unable to concentrate
- Aggressive
- Afraid to attempt new things

Children displaying such behaviour may benefit from early intervention programmes. The intervention programmes that we provide at school will always be carefully planned and considered and will inform parents/carers.

The use of 'reasonable force'

In very rare circumstances, staff may use "reasonable force" to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This is always used as a last resort and the action taken will be proportionate. This may take the form of "control" (e.g. standing between pupils, blocking a pupil's path or leading a pupil by the arm away from harm) or "restraint" (holding back a pupil physically to prevent harm).

It may also include searching pupils and property without consent if looking for prohibited items (as defined in the Education Act 1996).

There are a number of principles we follow regarding the use of reasonable force:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
 - Any physical contact is only at the minimum required
 - Consideration for the safety and dignity of all concerned is considered at all times
 - The Principal should be made aware of the incident as soon as reasonably possible and should support and advise colleagues as to the appropriate strategies and actions
 - Incidents are recorded thoroughly and shared with the Head of Inclusion
 - Parents are informed of each incident, their responses are also recorded
 - A behaviour plan should be in place for any child needing this type of intervention and services and agencies should contribute to the writing of that plan
- The use of reasonable force is rare. For disabled pupils or for those with Special Educational Needs or Disabilities (SEND), there is a legal duty to make reasonable adjustments and this would be considered on an individual basis.

The Trust follows the DFE guidance on the use of reasonable force.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Reduced Timetables

In exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Reflection form



Name:

Date:

Class:

Which school rule did you break? (circle)

READY

RESPECTFUL

SAFE

What happened?

.....

.....

Why did you do this?

.....

.....

How are you going to improve and fix this now?

.....

.....

Statement form



Name:

Date:

Class:

Which school rule did you break? (circle)

READY

RESPECTFUL

SAFE

What happened?

.....

.....

Who was involved?

.....

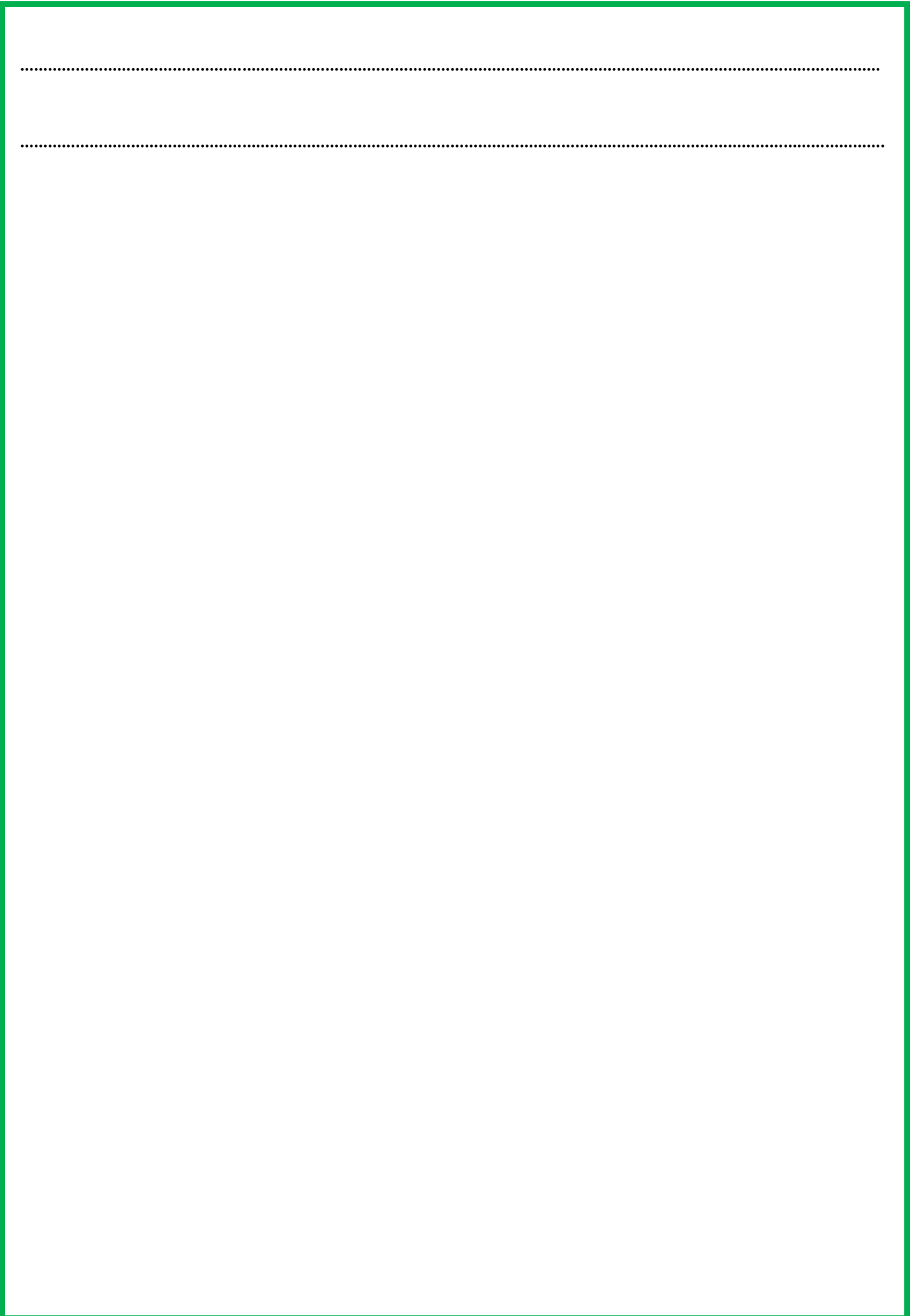
.....

Where and when did this happen?

.....

.....

Can you explain why it happened?



Fix it now!



Letter of apology

Name:

Date:

Class:

Dear:.....

I am writing to apologise for....

.....

.....

I broke the: READY RESPECTFUL SAFE school rule

(circle)

Next time I will make sure that...

.....

.....

.....

From:

CPOMS Star Reporting!

Situation—what happened?

Trigger—why did this happen?

Action—what action did you take? (AJA Consequence system, reflection, Discussion with parents etc.)

Resolution-how was it resolved? What will you do if this happens again?



Behaviour Support Chart

Name:

Class:

Date:

| | Before school | Morning | Lunch | Afternoon | Evening |
|-----------|---------------|---------|-------|-----------|---------|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

How it works...

- ⇒ 3 points for an excellent session
- ⇒ 2 points for a good session
- ⇒ 1 point for a satisfactory session
- ⇒ 0 points for a poor session



THE HARMONY TRUST
BELIEVE • ACHIEVE • SUCCEED



Consequence Card

Today, _____ broke the following school rule:

READY/RESPECTFUL/SAFE.

Your child broke this school rule by:

The sanction in place for this consequence is:

Please could you speak to your child and discuss this issue further. Try to find out why this behaviour has happened today.

Child's reflection:

I know that I broke the school rule today by:

In order to improve, I need to:

Signed: _____ Date: _____

Please return this card to school.



I need time out
please.



At

Cottons Farm Primary Academy

We

- are **ready** to learn;
- are **respectful** to each other and school property;
- **keep** ourselves **safe** in and out of school and online.



If you ←



it, you can

ACHIEVE



→ it!