



Cowley Hill Primary School – Behaviour Policy

Status: Statutory – This policy has been written using guidance from 'Behaviour and Discipline in Schools' (DFE 2014). The policy takes account the school's legal duties under the Equality Act (2010) and Exclusions from Maintained Schools, Academies and Pupil Referral Units (DFE2015).

At Cowley Hill Primary School we have a culture of high expectations. We firmly believe that positive behaviour management is the key to well-behaved children. Children have the right to learn and teachers have the right to teach.

Our Values: We believe in working together as a community. Parents, pupils and staff need to work together to resolve unacceptable behaviour. Discussions about behaviour need to focus on the inappropriateness of the behaviour and its successful resolution.

Our school motto is:

'learning for tomorrow everyday'

The children of Cowley Hill Primary School agreed this code. This is what they think is important.

Cowley Hill Code of Behaviour

- We want to be helpful, honest and sensible towards staff, parents and towards each other.
- We will take responsibility for our actions, for helping younger children, for trying hard with our work and for not giving up.
- We will show respect for each other and for all others with whom we come in contact.
- When we play we will let others join our games, be friendly and look out for each other.
- We expect everyone to understand the right way to behave, to be prepared to take responsibility for their actions and understand that inappropriate behaviour will be firmly dealt with.
- We expect everyone to walk around the school quietly and sensibly.
- We will try to be good listeners.

AIMS

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To produce an environment in which children feel happy, safe, secure and respected

For the children to show:

- confidence
- Self control
- Sensitivity and consideration for others
- Pride in themselves and their school
- An interest in their activities

For the children to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- Non sexist attitudes
- Non racist attitudes
- Tenacity and a persistent approach to tasks
- Strategies to cope with the unacceptable behaviour of others

Implementation:

To help us do this we have developed six School Rules;

1. To listen to each other.
2. To be respectful and have good manners.
3. To be kind, helpful and honest.
4. To keep ourselves and each other safe.
5. To look after our school and everything in it.
6. To always try our best.

By following these rules we believe the children will develop the skills that promote good citizenship both within the school and the wider community. We believe that it is vitally important to recognise and reward positive behaviour encouraging all our pupils to behave well. Where pupils do not respond to positive behaviour management then sanctions will be imposed.

RESPONSIBILITIES

Responsibilities of the Children:

- To follow the School Rules to the best of their ability.
- To treat children and adults with respect and politeness.
- To help to make the school a clean and safe place to be.
- To do as they are asked by all adults in the school.
- To take increasing responsibility for their own learning and behavior.

Responsibilities of the Staff:

- To treat all children fairly and respectfully.
- To create a safe and engaging environment.
- To provide a challenging and interesting curriculum.
- To recognise that each child is an individual.
- To enable each child to do their best.

Responsibilities of Parents/Carers:

- To ensure children arrive on time for school and are equipped and ready to learn.
- To encourage children to sort out difficulties in an appropriate way at home or in school based on the underlying principles of respect for one another.
- To help children realise the importance of education and to praise them for their efforts and achievements.
- To encourage children to talk about school and listen to what they have to say each day.
- To encourage respect for other people.

REWARDS

At Cowley Hill we always look to reward children for making the right choices in both their behaviour and learning. We believe that we should always use positive reinforcement. We actively praise and reward children whenever it is appropriate. We are all role models for each other.

We have different stages and types of rewards depending on what the children have achieved in their behaviours and learning.

House Token

There are four houses; Ruby, Topaz, Emerald and Sapphire. All children and staff are placed in a house when they start at Cowley Hill.

House Tokens are awarded by all staff for good learning, citizenship, positive behaviour and attitude, both in class and around school.

House Tokens totals are announced weekly in our Friday assembly. The house with the most team points over a half-term receives a reward afternoon.

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Headteacher - Mr Jon Hood

Headteacher's Award

This is awarded to children who have shown good learning, effort, citizenship, behaviour or attitude. Children are chosen by an adult and receive a Head Teacher's Sticker. Once children have received five awards they receive a certificate which is presented to them in assembly.

Showcase Assembly

Each Friday at Cowley Hill we have a class or celebration assembly. At the end of these assemblies children are invited to come to the front and collect their achievement from a member of the Senior Leadership Team. Children are encouraged to share achievement and awards that they have earned outside of school.

Paired Classes

All classes have a partner class where the children go for extra praise. This allows staff to get to know the children that may be sent to them - ensuring praise is personalised and effective.

Visiting other staff

Children are sent to receive special praise from other members of staff or the Head Teacher when they have produced good work, effort, citizenship, behaviour or attitude.

Class Awards

All staff use the Thumbs Up sign to reward a child who is demonstrating appropriate behaviours and learning. The Thumbs Up is used a visual reminder to children that they are doing the right thing. A child will add their name or initials to the Thumbs Up - if they go on this more than once they will show this by adding a line around their name. Any child on the Thumbs Up sign more than once at the end of the school day will earn a House Token for their team.

Themed / Learning Awards

These include special sporting awards, individual attendance awards, handwriting and presentation awards and our levelled Times Table awards. These are given out as part of general assemblies and through special, organised events.

Class Attendance Awards

Each week the class with the highest percentage of attendance from each Key Stage are rewarded with an extra playtime.

Lunch Time Behaviour Awards

At lunch time all staff use the Thumbs Up as a reward for the children showing excellent behaviour and manners both in the dining room and on the playground. To help this to feed into the class log of children on the Thumbs Up sign our lunch time staff give the children a Green Dot Sticker. The children take these back to class after their lunch and their behaviour is celebrated.

Play Time Behaviour Awards

At play time all staff use the Thumbs Up as a reward for the children showing excellent behaviour and manners both in the school and on the playground. To help this to feed into the class log of children on the Thumbs Up sign our play time staff give the children a Green Dot Sticker. The children take these back to class after their play time and their behaviour is celebrated.

SANCTIONS

Unfortunately there are times, despite positive attempts to address behaviour that we have to apply sanctions. We have different stages and types of sanctions depending on what behaviours the children display. When appropriate children will be given a verbal or visual warning and advice on how to change their behaviour. When children don't respond to this clear sanctions are imposed. The level of sanction will depend on the seriousness of the behaviour that is exhibited. The following are our sanctions, these are a guide and the list is not exhaustive;

Stage One - Stop Sign

If a child shows inappropriate behaviour which stops other children from learning or the teacher from teaching. A child will be given a verbal or visual warning. If they chose to ignore the warning their name will be added to the stop sign.

Examples of behaviour that will earn the stop sign as a sanction are:

- calling out
- being defiant
- pulling faces
- inappropriate talking
- fidgeting / not sitting safely
- lack of attention
- not following instructions

Stage Two - Stop Sign (more than once)/Paired Class

If a child shows more persistent inappropriate behaviour they will add a dot to their name on the stop sign up to a maximum of two dots.

Examples of more persistent behaviour are:

- continuation of Stage One behaviours
- interrupting
- rudeness
- ignoring a rule / request / instruction
- persistent talking
- deliberate disruption
- destroying or mistreating property

When a child has reached the maximum two dots on the stop sign they will be sent to speak to a member of staff from their allocated, paired class. All classes have a partner class where the children go for sanctions. This allows staff to get to know the children that may be sent to them - ensuring sanctions are personalised and effective. If it is deemed appropriate the child will spend a short period of time working in that class. This should be no more than fifteen minutes.

Stage Three - Sent to member of SLT

If a child shows behaviour which shows serious disregard for others in terms of respect or safety they will be sent immediately to a member of the Senior Leadership Team. These behaviours will be logged and reported to parents / carers. A sanction will be decided upon and take into account the behaviour history of the child. These could include time in another class, working in isolation and loss of playtimes.

Examples of this level of behaviour include;

- continuation of Stage Two behaviours
- making a personal insult
- leaving a room or area without permission
- blatant disobedience
- swearing
- spitting
- dishonesty
- insulting gestures

Stage Four - Sent to the Head Teacher / Deputy

If a child shows behaviour which causes or could cause harm to others or shows inappropriate behaviour which is a persistent continuation of lower level behaviour then the child will be sent to the Head Teacher / Deputy. These behaviours will be logged and reported to parents / carers. Parents / carers may be invited in for a meeting where sanctions will be discussed and imposed. Any sanction imposed will take into account the behaviour history of the child. Sanctions could include; ban from representing the school, working in the Head / Deputy office, working in isolation, unable to attend off-site visits and fixed term exclusion.

Examples of this level of behaviour include;

- Persistent previous behaviour
- racist / abusive / threatening behaviour
- causing a deliberate injury
- an act of violence or direct threat of violence
- fighting
- damage to property
- stealing
- bullying

Children for whom the standard procedures are ineffective:

In exceptional circumstances staff, SENCO, parent and child will agree how these procedures will be modified to suit an individual. A clear set of rewards and sanctions as well as clearly identifiable steps leading to each stage will be planned and agreed. Where necessary these will then be shared with appropriate staff.

Parents / Carers - What to do if I have a concern?

Please approach the School, Teacher or Head Teacher. If we know there is an issue we can usually resolve it. However small your concern it is always worth sharing it.

The school adheres to County Policy in terms of exclusions and reserves the right to exclude a pupil for unacceptable behaviour at any point dependent on the severity of the behaviour.

Appendix 1

Bullying - What is it?

There are many definitions but most have these things in common:

- It is deliberate hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves.
- Physical - hitting, kicking, taking or damaging belongings
- Verbal - name-calling, insulting, racist and other derogatory remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups
- Directly (face to face) or via the use of technology (cyber bullying)