

## Behaviour Policy

At Richard Cobden Primary School, we promote 'quality first teaching' and, when necessary, the consistent application of restorative behaviour management strategies that help children to understand the school's expectations. At Richard Cobden we firmly believe in a positive approach to behaviour management. We have strong links with our parents and work hard to ensure effective communication between home and school. Our school rules were developed in consultation with staff, children and parents and reflect how we believe all children should behave. This policy shows our approach to behaviour management in all areas of school life and references our commitment to Trauma Informed Practice and supporting children's emotional wellbeing through use of the Zones of Regulation.

### Richard Cobden Primary School Values



#### **Empathy**

Empathy is when you understand how someone else is feeling and try to help or be kind. It is caring about others' feelings.



#### **Respect**

Respect means being kind and listening to others. It's about treating everyone fairly; respecting yourself, respecting the school and its belongings and looking after the world around us.



#### **Curiosity**

Curiosity is about asking questions and wanting to learn new things. When you're curious, you explore, discover, and have fun learning!



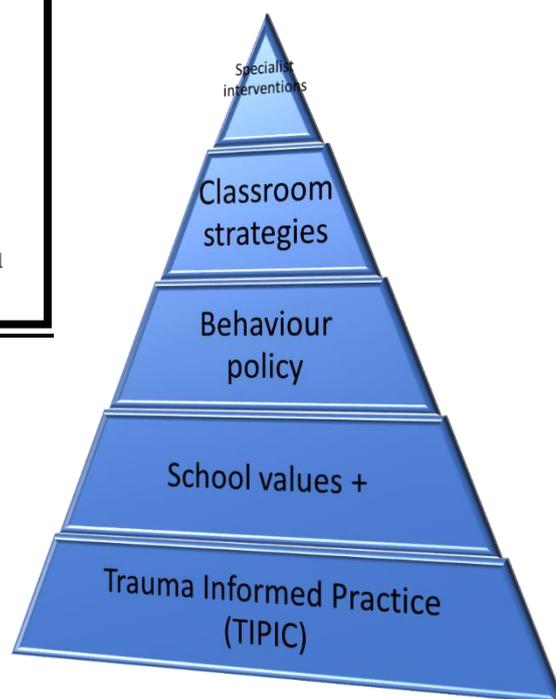
#### **Community**

Community is about working together, helping each other, and looking out for one another. When we all pitch in and support each other, our school and the world become a better place for everyone.



#### **Independence**

Independence means doing things on your own and making good choices. It's about being proud of what you can do by yourself.



**Beliefs, Principles and Practices that underlie our policy**

<b>Principles</b>	<b>Beliefs</b>	<b>Practices</b>
Education should focus on both educational and social development	<p>Almost all behaviour is learned</p> <p>Positive and independent behaviour patterns will develop when misbehaviour is addressed consistently and handled fairly</p>	<p>Adults should: Model constructive relationship practices (especially when things are not going well)</p> <p>Analyse what we see before deciding what to do</p> <p>Deal with disputes constructively and always direct the child towards redeeming themselves</p>
All humans have value and make mistakes	<p>Focusing on the deed and not the person keeps the relationship and trust intact whilst identifying behaviours that need to change</p> <p>Behaviour is influenced by situations or context</p>	<p>Adults should: Talk about the behaviour, identify context.</p> <p>Identify how behaviour has impacted on the rights of others</p> <p>Support by identifying what alternate behaviour is appropriate</p>
Many situations in life are ambiguous	<p>The focus of any intervention is on the observable or a likely interpretation of events</p> <p>Assumptions can distract from the problem</p>	<p>Adults should: Calmly listen to the full situation</p> <p>Accept that there can be different perspectives</p> <p>When there is clear ambiguity, accept it and focus on how people are affected</p>
Every instance of wrongdoing and conflict is an opportunity for learning	<p>By changing consequences, to ones that relate to the problem (rather than punitive consequences), changes in behaviour often occur</p> <p>Building empathy reduces negativity</p> <p>Every teacher is responsible for all children</p>	<p>Adults should: Help children to learn from situations</p> <p>Think about how to guide the child and look for meaningful consequences</p> <p>Positive consequences should outnumber negative ones</p>
Discipline must be systematic not situational	<p>Consistency across people and environments is critical</p> <p>Partnership with parents develops a common purpose</p>	<p>Adults: Are committed to a consistent approach</p> <p>Talk things through and discuss failures</p> <p>Seek parental support</p>

## **Responsibilities and Roles**

All staff serve as models for children. Each and every staff member therefore leads by example, demonstrating the behaviours they wish to see in the children in their care (politeness, consideration, kindness, calmness, fairness, patience and predictability). Language must always focus on the deed and not the person, emphasising children's responsibility for their own behaviour. To encourage preferred behaviour patterns, staff will actively look for opportunities to praise appropriate behaviour

When dealing with misbehaviour, the severity of the action must be taken into account. In most situations, staff should:

1. Identify to the child what is being done that is unacceptable
2. Refer to the values to keep the discussion objective (staff should not be drawn into an argument with a child over rules and will always remain focused on the primary behaviour)
3. Identify the consequence that relates to choices that they have made in relation to their own behaviour management

In order to develop trust, adults should use predictable consequences and language. Children will develop trust when staff always follow through and follow up on agreed actions and identified consequences. (Children must **always** believe that the adult will do as they said they would do.) When there have been incidents of negative behaviour it is the responsibility of adults to work at repairing and restoring relationships. This can usually be achieved through consequences that set the child up for success, and then acknowledging when the child makes the right choices.

### **All Staff**

All staff at Richard Cobden are expected to follow the behaviour system methodically. To reinforce and develop expectations, these expectations require regular reinforcement and monitoring.

At the beginning of the year, the classroom teacher will work with children to negotiate the systems, routines and behaviour expectations for the year. The school rules will be shared and discussed. In younger classes they should be illustrated. It is important that all children are aware of classroom routines and rules for behaviour. These include routines for activities such as moving around the classroom, for collection of books and collecting/delivering the register, using and clearing away equipment and acceptable noise levels.

All staff must log behaviour records in the agreed formats. For children with additional needs which impact on behaviour, these logs are necessary in order to motivate for additional support and would usually include a journal to log any incidents. Without these records, it can be challenging to access additional resources.

### **Senior Leadership Team**

For severe and persistent behaviour, a child will be referred to SLT. A member of SLT will oversee discussions with parents, Behaviour Plans, additional support and exclusions. The Head of School will be responsible for exclusions. If behaviour persists and consistent application of behaviour management strategies are not being effective, Inclusion support should be requested (Note: A log of strategies must be available to aid this support)

### **Parents**

All staff at Richard Cobden are committed to working with parents to secure the best possible behaviour from all children. As well as seeking and listening to parents' views, the school keeps parents informed about the behaviour policy and any behaviour issues in school. Where the school has sustained concerns regarding children's behaviour, parents are contacted to seek a collaborative approach to helping the child make better choices.

The school expects parents to:

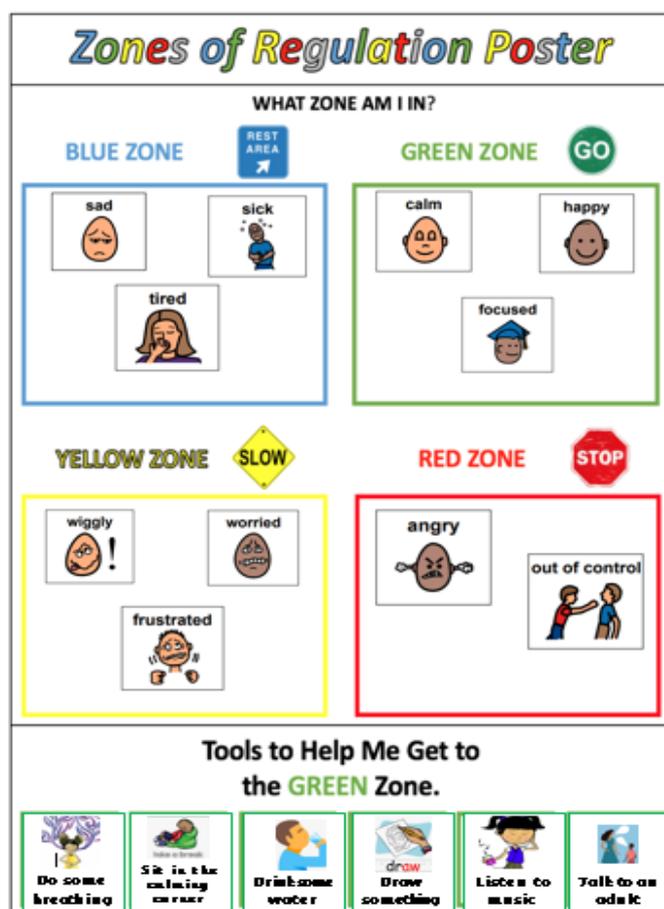
- Be aware of school rules and expectations and to encourage appropriate behaviour from their children
- Encourage self-discipline and independence
- Work in partnership with staff to influence how children behave in school
- Foster good relationships with the school
- Support the school in the implementation of this policy

### Trauma Informed Practice

All staff have received training to ensure our responses to children’s behaviour is trauma informed. We recognise that trauma is not an event or a series of events, but a reaction and the activation of the nervous system beyond its ability to self-regulate. We understand that schools are caregiving systems which have a key role in helping children feel safe. Exposure to multiple traumatic experiences in childhood can impact on brain development and can have a lifelong detrimental impact on psychological and physical health. We recognise that, for some children, behaviours may be responses to stress rather than choices. Staff are aware that it is important to regulate their own stress response in order to help children regulate theirs, to feel safe and to reduce the impact of trauma.

### Zones of Regulation

Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways children feel and states of alertness they experience into four concrete coloured zones. The Zones framework provides strategies to teach children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.



At Richard Cobden, each classroom has resources to support children to identify how they are feeling and consider strategies to help them regulate. Children are also encouraged to use I messages to convey how they are feeling and the reasons why

## 'I' Messages:



## 'I' Messages:



### Richard Cobden Primary School Values

These values were developed in consultation with staff and children. They reflect the characteristics and traits we would like to see embedded in the behaviour of all members of our school community. Under each value, we have thought about how it can be demonstrated.

1. Curiosity
2. Respect
3. Empathy
4. Independence
5. Community

### Values Chart

The values chart is designed to reward children for exemplifying our values. For this chart to work the whole school must be involved, from Nursery to Year 6, including parents/carers and the governing body. It is essential that all children start on the bottom each morning and that they begin their journey on the values chart regardless of what happened the previous day.

Our Values Chart

<b>Empathy</b> 	<b>Respect</b> 	<b>Curiosity</b> 	<b>Community</b> 	<b>Independence</b> 

How to use the values chart

Every effort should be made to praise children for making the right choices and demonstrating our values.

Effective Praise must be:

- Natural and warm
- Appropriate to the maturity of the child
- Specific in identifying a desired behaviour
- Varied and imaginative
- Accompanied by eye contact
- Frequent and consistent (praise should outnumber corrections by at least 3-1)
- High levels of praise are important when establishing new behaviours. Intermittent praise is valuable in maintaining established behaviours

Moving names on the chart

A child can be moved up a level for being recognised for doing something really special. This can include children demonstrating our values in their work or behaviour.

We are not moving children away from the values as their negative behaviour does not take away from the positive things they have done. Instead, teachers should make a note of the level children are on (1, 2 or 3) and ensure the child completes their reflection time at break time if they get to level three (either by repeating the negative behaviour three times, despite reminding and prompts, or display one of the level three behaviours).

### Levels of Unacceptable Behaviour (EYFS and Year 1)

First instances of behaviour should always be talked through with the child. After first instance, if behaviour is repeated then levels can commence, unless it's a straight level 3.

Level 1	Level 2	Level 3
Running away when an adult is speaking.	Threat to others and self with tools	Repeated Level 1 behaviour after given a "2" – this would be a reflection at break time
Not respecting people's space	Destruction of work	Behaviour meant to cause serious harm
Intentional vandalism	Causing harm unintentionally	Biting
Repeated (2+) Ignoring of what people are saying	Examples <i>Pulling someone off a log because they want to play with them</i>	Spitting with intent
Going in the toilet cubical together		<u>Straight to Level 3</u> <i>*straight to level three time out outside the classroom</i> <i>Build up to level three time out in class room - Not in safe spaces</i>
Copying others unhelpful behaviour		
Repeatedly disrupting the carpet		
Name calling		

### Levels of Unacceptable Behaviour (Years 2 to 6)

Level 1	Level 2	Level 3
Not on task	Persistence of Level 1	Repeated Level 1 behaviour after given a "2" – this would be a reflection at break time
Disrupting or talking in class		<u>Straight to Level 3</u> <i>*Children who demonstrate these behaviours would all need to complete a reflection at break time and bring their reflection sheet to the Deputy Headteacher/Head of School, who will contact parents.</i>
Lack of respect (e.g. answering back, rolling eyes, turning back on you, not following instructions)		Bullying (including cyber bullying)
Telling lies		Racist comments
Inconsiderate behaviour or careless actions (that could be harmful accidentally, or unintentional vandalism)		Homophobic/ transphobic/ biphobic comments
Incomplete tasks		Faith based incidents
		SEN/ Disability based incidents
		Harm to others with intent (children, adults or themselves)
		Threatening behaviour
		Vandalism with intent
		Theft
		Fighting

**If the below instances occur adults should use these as teaching moments and have conversations with the children:**

- Bullying (including cyber bullying)
- Racist, Homophobic/ transphobic/ biphobic, SEN/ Disability, faith based comments and incidents
- Theft

## Levels of Unacceptable Behaviour in the Playground

Level 1	Level 2	Level 3
<p>Disrupting games and activities</p> <p>Lack of respect (e.g. answering back, rolling eyes, turning back on you, not following instructions)</p> <p>Telling lies / getting others into trouble without reason</p> <p>Inconsiderate behaviour or careless actions e.g. throwing a ball carelessly</p>	<p>Persistence of Level 1</p>	<p>Repeated Level 1 behaviour after given a "2" – this would be a reflection at break time</p> <p><u>Straight to Level 3</u>  <i>*Children who demonstrate these behaviours would all need to complete a reflection at break time and bring their reflection sheet to the Deputy Headteacher/Head of School, who will contact parents.</i></p> <p>Bullying (including cyber bullying)            Racist comments            Homophobic/ transphobic/ biphobic comments            Faith based incidents            SEN/ Disability based incidents            Harm to others with intent (children, adults or themselves)            Threatening behaviour            Vandalism with intent            Theft            Fighting</p>

## Consequences

Level 1	Level 2	Level 3
<p>Warning children non verbally eg with a disapproving look</p> <p>Tactical ignoring (Use for calling out and low-level disruption)            This should be counterbalanced with praise when child is on-task</p> <p>Proximity praise (Praise children who are on task to identify desirable behaviour)            A reminder of the rule for the displayed behaviour</p>	<p>Verbal reminder (may include discussion after lessons – including modelling or practicing of appropriate behaviour)</p> <p>This should be unobtrusive and not distract from the learning.</p>	<p>'Reflection time' at break time</p> <p>Parents may be contacted by the Classteacher to express concern and elicit support. This could result in an Individual behaviour plan drawn up with the help of the Inclusion Lead if the behaviour persists.</p> <p>On very rare occasions, where persistently challenging behaviour leads to risks to the safety and wellbeing of a child or their peers, the school may consider a suspension. This would be done alongside parents, and would follow the procedures set out by Camden Council.</p>

## Consequences in the Playground

Level 1	Level 2	Level 3
<p>Warning children non verbally eg with a disapproving look</p> <p>Tactical ignoring (Use for calling out and low-level disruption) This should be counterbalanced with praise when child is on-task</p> <p>Proximity praise (Praise children who are on task to identify desirable behaviour) A reminder of the rule for the displayed behaviour</p>	<p>Verbal reminder (may include discussion after lessons – including modelling or practicing of appropriate behaviour)</p> <p>This should be unobtrusive and not distract from the learning.</p>	<p>Sit out for the rest of the playtime. Complete 'Reflection time' during the following break time</p> <p>Parents may be contacted by the Classteacher to express concern and elicit support. This could result in an Individual behaviour plan drawn up with the help of the Inclusion Lead if the behaviour persists.</p> <p>On very rare occasions, where persistently challenging behaviour leads to risks to the safety and wellbeing of a child or their peers, the school may consider a suspension. This would be done alongside parents, and would follow the procedures set out by Camden Council.</p>

## Reflection Time

It is important for children to have time to reflect on their negative behaviour and, more importantly, think of ways to put things right. Children will be asked to fill out a reflection sheet and then discuss this with the adult on duty to ensure they have understood what went wrong and how it can be improved.

KS2 Reflection Sheet



 What was the problem?

 Who was involved?

 How did they affect them?

 How did it start?  
What was my part in it?  
How did you feel?

 How did it end?  
How do you feel now?

 What needs to happen to put things right?  
What will make you feel better?  
Next time I will...



KS1 Reflection sheet



What was the problem? 

Who was involved? 

How did they feel?  
How did you feel? 

How can we put things right?  

## **The use of physical restraint**

Physical restraint is only used as a last resort, in order to keep children safe, and prevent them from harm. This policy should be read alongside the guidance document 'Physical intervention and restraint policy for schools, nurseries and centres' issued by Camden Council in September 2022. We adhere to the core statement from Camden Council (which can be read below). Physical restraint may be necessary, particularly with young children, or those with special educational needs, who may try to run away from their class and put themselves or their peers in danger. All staff who would have contact with children in this way have received training on the appropriate and safe use of physical restraint. Before physical restraint is used, staff will always attempt to use de-escalation strategies. Instances where physical restraint is necessary will always be recorded and details shared with parents as soon as possible.

### **Camden's core statement**

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption.

Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

### **Links with other policies**

This behaviour policy should be read alongside our safeguarding policy and the associated policies (for example our policy on screening and searching). While it is very rare that a primary school would have to search a child, we follow the guidelines set out in the Camden guidance document 'Screening and searching pupils: Guidance for schools and colleges in Camden' which was issued in September 2022.