Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG
Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

POLICY AND PROCEDURES

Title	Behaviour and Positive Relationships Policy
Purpose	To set out school policy regarding a strong promotion of positive relationships in order to support a successful learning environment and minimise disruptive behaviours.
Policy author	Mrs G Wilkes
File name and path	Teams>Staffroom>Policies> Behaviour and Positive Relationships Policy
Consultation	Presented to SLT: Presented to staff: Presented to governors:

Policy adoption				
Revision number	Date	Amendment	Revised by	Review date
1	September 2023	Policy amended in line with KCSiE Sep 2023	G Wilkes	September 2024

Adopted by Governors	
	11.10.23
Adopted by Staff	
	11.10.23
Signed by Chair of Governors/Headteacher	11.10.23- see file

Intent

Cotwall End Primary School promotes a climate in which there is a strong promotion of positive relationships between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations. Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

It is a culture of respect for all, equality of opportunity and endless tenacity to remove barriers for both child and adult success in life. All staff and children contribute to this culture. This is what makes Cotwall End Primary School unique.

Aims

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through an emotion coaching approach.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, use an emotion coaching approach to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and well-being of all members of the community and the environment in and out of class (including transitioning around the school).
- To be fully inclusive.

Equal Opportunities

We believe that:

- All children should be treated with respect. Staff need to be sensitive to cultural differences and individual learning needs when dealing with behavioural issues.
- All children are individuals and behaviour strategies may need to be varied.
- Children with emotional/ behavioural difficulties need to be identified and the SEND Code of Practice 2015 will apply, monitored by the SENCO, Headteacher and Deputy Headteacher, after consultation with parents.
- Children with disabilities are entitled to additional consideration to ensure that they do not become targets for bullying or unkind comments.
- All children have the opportunity to participate in the school's reward system.

Values

- We have a well embedded values programme.
- Our core values are: honesty, wisdom, kindness, happiness, bravery and self-belief.
- Our values are taught in school through our curriculum and communicated through displays, in books and to parents.
- They are shared and understood as the basis for discussing individual behaviour with pupils.
- Adults ensure that they take time to notice when children are demonstrating the school values.
- Children are rewarded for demonstrating the school's values.

Roles and Responsibilities

All members of the school community should work together to maintain our school ethos and to promote positive relationships. This involves everyone having both rights and responsibilities.

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Assistant Headteachers for each key stage.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

Misbehaviour is defined as:

- Non-completion of classwork or homework

- Ignoring reasonable instructions from an adult

- Not completing work (which according to ability they should have)

- Calling out, distracting others, using resources in an inappropriate manner

- Leaving the classroom without permissions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

  - Sexual comments

  - Sexual jokes or taunting

  - Physical behaviour such as interfering with clothes

  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

  - Knives or weapons

  - Alcohol

  - Illegal drugs

- • Stolen items

- • Tobacco and cigarette papers

- • E-cigarettes or vapes

- • Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • Racial • Faith-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Off-site misbehaviour

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)

- 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

- 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 a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

School behaviour curriculum

Pupils at Cotwall End Primary School are expected to:
- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move quietly around the school

- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Only pupils who have permission from the headteacher may bring a mobile phone into school (This is usually for children in upper key stage two who walk independently to and from school) Children are not permitted to keep phones upon their person or in their school bag. Mobile phones must be switched off, handed in to the Class Teacher on arrival to school and collected at the end of the school day. The school accepts no responsibility for the loss or damage of any mobile phone which is brought onto school site.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Rewards

- Positive behaviour and demonstrating the school's values are encouraged and rewarded, publicised and used as a model for others to follow.

- Rewards may include:

  Children are given verbal positive praise

  Values stickers are awarded

  Written comments on work

  Stickers / stamps

  Telling parents (verbally or written)

  A certificate in Praise assembly held each Friday

  Achievement awards/certificates/badges for sport, swimming and other achievements

  House points

  Written work shown to members of SLT

  Golden raffle tickets leading to prizes.

Sanctions

- Positive discipline through effective relationships is how we enable those children who struggle with self-management to become responsible members of the class.
- We use rewards and sanctions side by side. We sanction behaviours, not children.
- We operate a Traffic light system. These are displayed in every classroom. See the flow chart below in appendix 1 and 2 for full details.

De-escalation strategies

- Use of emotion coaching
- Tactical ignoring – avoids giving attention to unwanted behaviour
- Using a gesture or non-verbal cue – avoids giving rewarding attention
- 'Take up' time – with time and space to follow request the child can 'save face', shows you trust the child to want to do their best
- Giving (fixed) choices – win-win, empowers child as they still feel in control
- Positive direction – adult gives instruction with expected behaviour (e.g. 'keep your hands to yourself, thank you')

- Rule reminder – adult gives brief reminder (e.g. 'remember our rule for …')
- Distraction/diversion – adult intervenes to stop a situation getting 'out of hand' and provides guidance on a better choice of behaviour 8. Conditional direction - 'When – then' direction (e.g. 'when you have put your coat away then you can …')
- Choices and consequences – outcome of continuing with unwanted behaviour is made clear (e.g. 'if you choose to keep the sand in the tray you can carry on playing here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else)
- Command – only used if necessary to immediately stop the behaviour

Emotion Coaching

Our whole school approach centres on Emotion Coaching. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children, but also parents/carers and staff, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

What Emotion Coaching means in Practice (co-regulation)
- Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone.') as well as validating the feelings and labelling ('You feel angry')
- Step 2: Setting limits on behaviour ('We can't always get what we want.')
- Step 3: Problem solving with the child ('We can sort this out.') We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling.'

It is important to acknowledge that no individual can control the behaviour of another, but behaviour can be managed. As a school we will always acknowledge that everyone is doing the best they can at the time with the resources they have.

This is a really important principle and value to remember and helps us to avoid blaming others when we feel stuck.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Suspensions

When making a suspension or permenant exclusion the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2022) is followed.

There is no set pattern as to when suspension/ exclusion is appropriate. A decision to suspend is made on a case by case basis. Usually a suspension results from escalation of extreme behaviours where other sanctions from this policy have failed to address the behaviours exhibited in school. However in some cases behaviour is so extreme that exclusion is given immediately. Suspension can vary in length but will be no longer than 4 days. Work is always sent home and a letter is given explaining the reasons for suspension. On return to school at Cotwall End the child is always welcomed back by a member of the Senior Leadship Team.

Suspension can be triggered by behaviours such as:
- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Gross defiance to all adults within school including refusing to co-operate with senior staff, deputy and/or Head teacher.

Permanent exclusion

In a situation where the behaviour policy and short term suspension are having no positive impact then a pupil may be permanently excluded. In such serious cases advice is sought and guidance followed from the Dudley LA Exclusion Team. When a child is permanently excluded the LA is duty bound to find alternative arrangements for the permanently excluded child.

Use of Reasonable Force

Section 93, Education and Inspections Act (2006) states:

All members of school staff have a legal power to use reasonable force

Acceptable forms of intervention in school may include:
- Leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- Holding a pupil who has lost control until they are calm and safe
- Physically moving between and separating pupils
- Blocking a pupil's path
- Use of reasonable force to remove a weapon or dangerous object from a pupil's grasp
- Where there is immediate risk of injury, any necessary action that is consistent with the concept of 'reasonable force', for example, to prevent a pupil hitting or hurting someone
- Using more restrictive holds in extreme circumstances

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation Any prohibited items (see Appendix 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

If a decision is made to report the matter to the police, the Head teacher or Deputy Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate

- Considered

- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally

- o Refer to early help

- o Refer to children's social care

    - ▪ Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 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 (LADO), where relevant) will consider whether the pupil 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 pupils 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 pupils.

Complaints

All complaints will be dealt with according to our school complaints policy.

Monitoring and Evaluation

We will ensure that this policy and its procedures are being applied and are impacting on pupil well-being through learning walks, pupil interviews, staff and parent feedback and SLT and Governor review meetings. The Governing body will monitor the implementation and impact of this policy.

Policy Maintenance
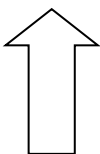
To be reviewed annually

Cotwall End's Flow Chart for Behaviour

Any pupil that has been green all week will receive a gold raffle ticket for a prize draw in Friday Morning's assembly

Unacceptable Behaviours including but not limited to: Disruptive behaviour, swearing, physical or emotional harm and threatening behaviour.

Serious Incidents including but not limited to: Cyber Bullying, Fighting/Assault, Deliberate Threatening Behaviour, Theft, Verbally Abusive to Staff, refusal to follow directions (safety issue).

Green
Up to 2 verbal warnings given
Revisit the school values and shared expectations and recommit to these.

Serious Incident

Amber
If behaviour continues
Student to be removed from immediate situation eg- sit at the time out table for 5-10 minutes in classroom to think about behaviour.

Red
If behaviour continues
Student removed from the classroom to sit at the timeout table of another member of staff.

Red

Red or Serious Incident
If behaviour continues
Student will be seen by the Deputy Headteacher or the Headteacher and parents may be contacted.
SENCO may write a Personal Behaviour Plan and refer to outside agencies.

Appendix 2
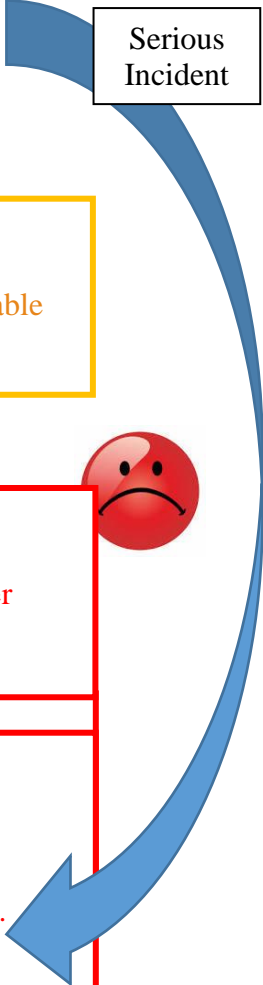
Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2006) 'Education and Inspections Act'
- DfE (2015) 'Supporting pupils at school with medical conditions'
-
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

In addition to:

- DfE guidance explaining that maintained schools must publish their behaviour policy online

Example of Personal Behaviour Plan

Personal Behaviour Plan

Name _____
Class _____

Week commencing
_____

Shade each box green, amber or red.
Green- following school rules, showing kind hands, kind feet and kind words.
Amber- not following school rules despite reminders. May need timeout/ adult intervention to redirect back to green behaviour.
Red- Unacceptable Behaviours including but not limited to: disruptive behaviour, swearing, physical or emotional harm and threatening behaviour towards adults and staff.

	Registration	Assembly	Session 1	Break time am	Session 2	Session 3	Lunchtime	Session 4	Session 5
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Appendix 4

Possession of any prohibited items.

These are:
• Knives or weapons
• Alcohol
• Illegal drugs
• Stolen items
• Tobacco and cigarette papers
• E-cigarettes or vapes
• Fireworks
• Pornographic images
• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)