



Behaviour Policy			
Date	Review Date	Lead Person	Nominated Governor
Autumn Term 2020	Autumn Term 2021	Headteacher	Chair of Governors

Mission Statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others
- To reach their full potential and become the best possible citizens of tomorrow.

Vision and Values

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners.

Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

Statement of Behaviour Principles at Cononley Primary School

The Governors at Cononley Primary School believe that high standards of behaviour are imperative to ensuring the best possible learning environment in which all children can reach their potential. The principles which define our Behaviour Policy are listed below.

- All pupils and staff have the right to feel safe in school
- Pupils understand they have the right to feel valued and respected, and learn free from the disruption of others
- All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life and to help pupils to take responsibility for their actions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



PROMOTING POSITIVE BEHAVIOUR

School Rules

At Cononley Primary School, we promote positive behaviour using our school rules, which were developed by the School Council, pupils, staff and governors. They support our vision and values.

Follow adult instructions.

Use kind words and actions.

Respect others and property.

Be polite.

Our rules are displayed prominently in every classroom and other areas of school; these visual prompts/cues help to promote positive behaviour throughout the school:

1. As a school, we recognise that high standards of behaviour are directly to the standard of learning which takes place in school
2. All staff have high expectations of behaviour and are encouraged to look for positive behaviour and to praise it.
3. The school curriculum directly promotes positive behaviour through the Co-operative Learning programme. Assemblies, SEAL and PSHE lessons are also used to promote positive behaviour. Pupils are expected to demonstrate high standards of behaviour and follow the school rules so that they can make the most of their opportunities to learn.
4. Parents/carers are encouraged to support the school behaviour policy, which is available on the school website and upon request. Where the behaviour of a child causes concern, parents/carers will be made aware and asked to discuss their child's behaviour with a member of staff.

Rewards

Positive behaviour will be rewarded with:

- Praise
- House points (see below).
- KS1: Class Team Points (see paragraph headed Co-operative Learning.)
- KS2: Team Points (see paragraph headed Co-operative Learning.)
- Class marbles. A marble is put in the jar when an adult notices examples of the whole class following the school rules. Once the jar is full, a class receive a reward, decided by the teacher with the rest of the class. The class reward will be decided at the start of term and displayed on the wall.
- Headteacher Stickers - when a child has completed an excellent piece of work, they can be sent to see the Headteacher to share the work and the child will receive a sticker.
- A personalised reward system may be adopted for pupils who require support to demonstrate positive behaviour.
- A referral will be made to an outside agency for specialist help if parents and teachers feel this is necessary. (See SEN Policy).



House points

Each child in school is placed into one of four different 'houses'. Each house has a colour: Red, Blue, Yellow and Green. Each teacher in school is also assigned a house. Each house votes for two Year 6 House Captains.

Children keep an individual total of their house points in the classroom and work towards achieving the following: a Bronze (50 house points), Silver (100 house points), Gold (200 house points) and Platinum (300 house points). A certificate is awarded once each milestone is achieved and presented in assembly. Children in Reception work towards a mini – bronze (25 house points) at the start of the year.

In addition, the total number of house points are totalled each week, with the winning team being awarded a star in Monday Assembly.

Co-operative Learning

Cononley Primary School we follow Co-operative Learning Strategies using the programme devised by 'Success for All.' This programme encourages positive learning behaviours:

- Practise Active Listening
- Everyone Participates, Explaining Your Answers and Tell Why
- Complete Tasks
- Help and Encourage Others.

During lessons, children earn points for their table-team for demonstrating positive learning behaviours

Getting Along Together

As part of the Co-operative Learning, pupils are taught the skills they need to think critically and solve problems peacefully using the Getting Along Together sessions at the start of the school year. The skills are reinforced throughout the year in weekly Circle Time sessions.

Headteacher's Award

Each week, the class teacher nominates one pupil in their class to receive a certificate in Friday Achievement Assembly for excellent work. The child also has their name published in the weekly bulletin. From September 2020, it will not be possible to hold Achievement Assemblies because of the restrictions on holding large gatherings due to coronavirus and staff will devise alternative methods of celebrating the achievements of pupils with their parents/carers and other pupils.

SPIRIT Award

Year 5 and Year 6 Sports' Leaders have been trained to set up sports activities for children to take part in at playtimes and lunchtimes. The Sports Leaders award a Spirit Award in Friday Achievement Assembly for a child in EYFS/Key Stage 1 and Key Stage 2 who has demonstrated one or more of the following qualities: being a good Sport, Perseverance, Intelligence, Respect, Integrity, Team work.

Consequences

Unacceptable behaviour in the classroom / on the playground is dealt with in the following way:

- Every classroom has behaviour traffic lights displayed.



- All children have name cards and start the day on the 'green light',
- If there is an incidence of unacceptable behaviour the child's name is moved from the green light on to the amber light. This acts as a warning to the child,
- If there is another incident, the child moves onto the red light and misses one minute of playtime.
- If the poor behaviour continues, a tick is put against the child's name on the red light and they miss two minutes of playtime.
- If the poor behaviour continues after this, the child is taken to the Headteacher or Assistant Headteacher to reflect on their behaviour and miss the whole playtime.
- An explanation of the progression of consequences for poor behaviour is clearly displayed in each classroom next to the traffic lights.

All children are moved back to green at the end of every day enabling a 'fresh start' the following day. Some pupils will have their own individualised behaviour plan and a 'fresh start' will be at the beginning of each session.

Persistently Poor or Serious Behaviour

If the poor behaviour is persistent (name on the red light several times in a week) or serious, (swearing, hitting, damage to property, answering back, refusal to follow instructions, spitting, biting) the class teacher should discuss the behaviour with the parent/carer and the Headteacher or the Assistant Headteacher so that consequences can be appropriate, for example, following a specific behaviour plan and keeping parents informed about behaviour. A record of this will be kept in the Behaviour Incident File.

Severe Behaviour

The following behaviours are considered as severe by the school:

- Physical assault, aggressive behaviour, threatening or inappropriate behaviour towards another child or adult.
- Repeated use of foul or abusive language towards another child or an adult.
- Repeatedly refusing to follow an instruction given by a member of staff.
- Wilful vandalism and damage to school property.

If severe behaviour takes place, it must be immediately reported to the Headteacher, or the Assistant Headteacher in the absence of the Headteacher, who will inform the parents / carers. The incident will be logged in the in the Behaviour Incident Log in the Headteacher's office and also recorded on ScholarPack. Consequences for severe behaviour could include internal exclusion, fixed term exclusion or permanent exclusion, following NYCC guidelines.

Staff are aware that persistently poor or serious behaviour can be sign of an underlying SEN need and if necessary will work closely with the SENco to create a bespoke plan to support individual needs.

Lunchtimes

At lunchtimes, midday supervisors use the same reward system (see above).

The consequences of poor behaviour on the playground at lunchtime are similar to the consequences of poor behaviour during lesson time. Instead of the 'Amber' traffic light, children will be asked to take 'time out' for one minute to reflect on their behaviour. If poor behaviour continues despite the warning, lunchtime staff will report it to the class teacher at the end of playtime and the child's name will be placed on the red traffic light when they are back in class. A notebook to record incidents which occur at playtime is kept in the First Aid box. The Headteacher monitors playtime incidents regularly and records them

electronically on ScholarPack. An analysis of behaviour is reported to governors each term. Serious or severe behaviour is reported to the Headteacher or the Assistant Headteacher the same day.

Restraint and Positive Intervention

Please see RPI Policy.

Bullying:

(Please see the Anti-bullying Policy.)

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. It also includes Cyber Bullying. At Cononley Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously; careful records are made and stored in the Headteacher's office in the Incident File and on ScholarPack and appropriate action is taken.

The role of parents/carers is important in reducing any incidents of bullying. Parents/carers can help by watching out for signs of distress such as repeated illness, damaged clothing etc. and by taking an active interest in the use of social media and use of mobile phones by their children.

Our school curriculum actively supports Anti- Bullying through PHSE and assemblies. We also support 'Anti-Bullying' week in school, through assemblies and class activities.

Inclusion

Some pupils will need an individualised behaviour plan with behaviour targets planned specifically around their own needs to help them to follow the school rules. If it is appropriate, a referral can be made by the school with the consent of the parents / carers to Early Help

Behaviour, Care, Guidance and Support

All staff are responsible for promoting positive behaviour and for providing care, guidance and support for all of our pupils, in line with this policy.

School Council

The School Council provides a forum for pupils to raise issues about school life and make suggestions for improvements. The School Council helped to develop our school rules.

Parents and Carers

Parents have a shared responsibility to support our Behaviour Policy in partnership with school. We ask our parents/carers to make the school aware of any concerns or problems that might affect their child's behaviour. Parents/carers have a responsibility to support the school in its aim to ensure that their child knows right from wrong, develops self-control, supports the school rules and takes responsibility for their own actions.