



# CHEETWOOD COMMUNITY PRIMARY SCHOOL

## BEHAVIOUR POLICY

Approved by the Governing Body

A handwritten signature in blue ink, appearing to read 'A. Mansley', is written over a horizontal line.

Signed  
Chair of Governors  
07/10/2020

To be reviewed Autumn Term 2021

**Judged to be GOOD by Ofsted in March 2018.**

*"This is a highly inclusive school, where everyone feels safe, respected and valued.  
Pupils enjoy school and are very keen to learn".*

At Cheetwood we aim to foster a mature, caring and sensible approach to living and learning together where pupils and adults show respect for each other. We expect our pupils to be polite and well behaved so that they are ready to learn in a safe and positive learning environment. We will encourage and support pupils so that they can take responsibility for their own behaviour and learn to make good choices. We have consulted with pupils, staff and parents and recognise that a consistent and fair approach to behaviour management is key to its success. This document outlines our behaviour policy and follows the DfE guidelines 'Behaviour and Discipline in Schools' (January 2016) and also pays due regard to guidance published during the COVID-19 situation (Checklist for School Leaders to Support Full Opening: Behaviour and Attendance July 2020 and Getting the Simple Things Right: Charlie Taylor's Behaviour Checklist July 2020).

### **Our Golden Rules**

- Treat everyone with respect
- Be kind and polite at all times
- Listen to instructions and follow them
- Always try your best
- Take care of property and the environment

The Golden Rules are displayed in every class and reinforced as part of normal class room routines and practices. At least once a term pupils will be given time to discuss these and to ensure they are reflected in their own class rules. Class rules will be presented in pupil friendly language, appropriate to each year group.

### **Promoting Good Behaviour**

Rewards can be given by any adult in school; we reward pupils in the following ways:

- Praise from teachers and adults in school
- Giving stickers and house points
- Celebrating their achievements in school assemblies *(during the current COVID-19 pandemic pupils only work in class bubbles, so collective assemblies are suspended until further notice, certificates are therefore awarded within the class bubble)*
- Golden tickets awarded to pupils for positive lunchtime behaviour
- Giving certificates and notes to send home
- Sending toys and equipment home
- Efforts noted in the headteacher's Gold Book and a postcard acknowledging this is sent home.

### **Discouraging Poor Behaviour**

Pupils are regularly reminded of the school rules and encouraged to make good choices. Poor behaviour is dealt with by staff in a calm but firm manner; there is a "no shouting" policy. Pupils not making the right choice after a warning from an adult can be sanctioned in the following ways:

- Warnings and time out in class
- Time out for cool down in partner class *(during the current COVID-19 pandemic pupils only work in class bubbles, so time out in partner classes is suspended until further notice, staff will use time out strategies within their classroom)*
- Time out at playtime or lunchtime to think about their behaviour, to complete work not finished in the lesson, or to complete homework given but not done - all at the discretion of the teacher (if homework issues persist, then pupils may be provided with staff support/learning interventions)
- Sent to senior member of staff
- Letter home
- Missing special trips and treats

### **Escalation of Sanctions in class**

See Appendix One for the escalation of sanctions in class in detail

<b>Partner Classes</b>	
<i>This particular sanction is suspended until such time pupils can mix outside of their class bubbles</i>	
<b>Nursery</b>	<b>Reception or Year 1 (as appropriate)</b>
<b>Reception</b>	<b>Year 2</b>
<b>Year 3</b>	<b>Year 5</b>
<b>Year 4</b>	<b>Year 6</b>

A classroom is designated daily for pupils missing a playtime and this sanction is supervised by teachers on a rota basis. This is called 'LOFT' which stands for 'Loss of Free Time' (*during the current time, as pupils do not mix outside of their class bubbles, LOFT takes place within each class supervised by the teacher, as and when required.*)

All pupils who lose free time are recorded in a book with the date and reason. If a pupil is in LOFT 3 times within a week the referring member of staff will contact parents/carers to discuss the issue. A record of the parental contact/meeting is then logged on CPOMS.

LOFT records are monitored each half term term by the senior leadership team to establish any trends and to take any further appropriate action (eg PSHE work)

If a serious incident occurs at any time, for example fighting, bullying, racist remarks or refusing to take control of their behaviour, pupils are instantly referred to the Think Room.

Think Room is time out at lunchtime; it takes place in the Y6 classroom, headteacher's or deputy headteacher's office and is supervised by a member of the senior leadership team to denote the seriousness of the sanction. Pupils are required to reflect on their actions and complete a think sheet. After a session in the Think Room, Y3 –Y6 pupils are escorted to the Sports Hall time out wall and supervised by the senior teaching assistant. Y1 and Y2 pupils are escorted to the front playground and handed back to lunchtime supervisors; they do not need to spend further time on the wall. A letter is sent home to parents/carers along with a copy of the completed think sheet each time a pupil has been in Think Room. A follow up session with the pupil and the head of pastoral care will then take place in the Oasis room. After a pupil has been in Think Room three times parents/carers are invited in to school to meet with the deputy headteacher to discuss the situation further. Should a pupil then be referred to Think Room a fourth time parents/carers are invited in to school to meet with the headteacher, which denotes the seriousness of ongoing unacceptable behaviour. Each class teacher keeps a record of pupils attending lunchtime Think Room and copies of completed think sheets. Sessions in the Think Room are recorded on CPOMS and monitored each half term term by the senior leadership team to establish any trends and to take any further appropriate action (eg PSHE work). An analysis is reported to the governing body on a termly basis by the headteacher.

For a very small number of pupils who present with very challenging behaviour, in order to create a more bespoke response to their complex special needs, they may be referred to the Th.Inc. Room and the Head of Pastoral Care will have more involvement in leading this sanction/intervention.

### **Lunchtime Sanctions**

1. Name spoken and warning given; pupil reminded of rules
2. Time out in pitch/on the infant playground
3. Time out at the wall, sent to senior teaching assistant who would refer the pupil to LOFT if the behaviour was recurrent and record the incident(s) on CPOMS if of a sufficiently serious nature

Time at the wall is limited as follows:

Y1 – Y3: Up to 5 minutes

Y4: Up to 6 minutes Y5: Up to 8 minutes Y6: Up to 10 minutes

Pupils who become involved in over-excited play can be given the option to cool down by taking time out or staying close to an adult for a few minutes.

If a serious incident occurs at any time, for example fighting, bullying, racist/homophobic remarks or refusing to take control of their behaviour, pupils are instantly referred to the Think Room.

At playtimes pupils are aware of the no physical contact policy; this has been in place for some years and is well known by the pupils. This zero tolerance approach means no play fighting, pulling, shoving etc and is being particularly reinforced during the current COVID-19 situation where very close physical contact is discouraged. If an adult says 'physical contact' pupils have 1 minute time out to reflect and adjust their behaviour.

Pupils get a fresh start each day and are encouraged to make good choices.

### **Exclusion**

The headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.

### **The use of reasonable force**

1) Staff use reasonable force (referred to as 'positive handling' at Cheetwood) as a last resort to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. For example, staff will physically separate pupils found fighting in order to prevent those pupils from injuring each other, or if a pupil repeatedly refuses to leave a room when instructed to do so, they will be physically removed. See the school's guidelines on Positive Handling (The Use of Reasonable Force) for further details.)

### **Confiscation of inappropriate items**

Cheetwood pupils very rarely ever bring items to school which are considered inappropriate. Nevertheless, staff do have the power to confiscate, retain or dispose of pupil's property if such items are likely to cause personal injury or damage to property, or if that item has been used in an offence. Staff also have the power to search pupils without consent for inappropriate items. At Cheetwood we consider inappropriate items to be any items banned under other school policies, as well as knives and other weapons, alcohol, drugs, tobacco, cigarette papers, fireworks and inappropriate images. The school's policy on Searching and Confiscation provides more detailed information on the above matter.

### **The power to discipline beyond the school gate**

The school is not legally responsible for dealing with unacceptable behaviour off the school premises outside of school hours. However, it is very important to the school's reputation that pupils behave in an acceptable manner whilst travelling to and from school and/or whilst wearing school uniform. In these circumstances, where unacceptable behaviour is witnessed by a member of staff or reported to school, appropriate action will be taken. The school is not able to sanction a pupil in school for unacceptable behaviour exhibited at home. However, support and advice is available for parents/carers in the form of suggested strategies that could be used at home to tackle unacceptable behaviour.

### **Support**

There may be occasions when persistent behaviour issues occur in school and we need to work more closely with parents and carers. We offer a wide range of support including:

- An individual risk assessment for the pupil
- A personalised behaviour plan
- Group support sessions
- Individual mentoring support for the pupil
- Closer support for pupils during key transition points
- Advice from our Special Educational Needs Coordinator, Head of Pastoral Care or School Health Practitioner
- Referral to external agencies eg Child and Adolescent Mental Health Services
- Advice and support from leaders in behaviour and attendance eg Play Therapy
- Training on behaviour management strategies and sharing of best practice
- Parenting classes
- Manchester's offer of early help support for families

### **Expectations of Pupils**

- To follow the Golden Rules to the best of their ability
- To treat adults and fellow pupils with respect at all times
- To do as they are asked by all adults in school
- To help to make the school a clean and pleasant place to be
- To treat others equally and fairly
- To take increasing responsibility for their own learning and behaviour

### **Expectations of Staff**

- To sign the staff Code of Conduct and adhere to it
- To treat all pupils fairly and with respect
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each pupil is an individual
- To enable each pupil to do their best
- To be a good role model
- To adhere to the "no shouting" policy of the school

### **Expectations of Parents/Carers**

- To sign Cheetwood's Home School Agreement and adhere to it
- To ensure that their child attends school and arrives on time
- To encourage respect for others
- To be a good role model and behave in a reasonable manner themselves whilst on the school premises
- To help their pupil realise the importance of education and to praise them for their efforts and achievements
- To encourage their pupil to talk about school and listen to what they have to say each day
- To work cooperatively with the school if additional support is required for their pupil

**Pupils learn through observation and so the way the adults around them behave has a huge influence on pupils' own behaviour. It is an expectation therefore that all adults on school premises, whether a member of staff or a parent/carer, should conduct themselves appropriately and adult-like at all times. The governing body will have no hesitation in taking action against any adult who behaves in an unreasonable or inappropriate manner.**

## Appendix One

### Escalation of Sanctions in class

1. Name spoken and verbal warning given	Explain reason
2. Name on board	Explain reason
3. First tick on board next to name- time out in class	Explain reason
4. Second tick on board next to name - additional time out in class/playtime <i>(this sanction is normally time out in partner class, but this is suspended for the moment, as outlined in the policy)</i>	Explain reason
5. Third tick on board next to name – referral to L.O.F.T.	Explain reason

If negative behaviour reoccurs after all steps have been followed, then the escalation process begins again from 1.

Time out guidelines in class	
Time out with a timer, in the same place in the room	Up to 5 minutes EYFS/phase 1 Up to 10 minutes Phase 2
Time Out Rules: No getting up No talking or shouting No disturbing others	For EYFS and phase 1 pupils, if time out rules are broken, the time out will start again until completed in silence. For phase 2 pupils, if time out rules are broken the pupil will be referred to L.O.F.T. Once time out is done, reintegrate the pupil. “Have you finished time out? Good, come and sit down.”
Time out in a partner class <i>(This particular sanction is suspended until such time pupils can mix outside of their class bubbles; staff will instead use an alternative appropriate sanction)</i>	
Same guidelines as in class	
Partner class teacher does not ask the pupil why they are there	<u>Partner classes</u> Nursery- Reception or Year 1 (as appropriate) Reception- Year 2 Year 3 – Year 5 Year 4 – Year 6

### L.O.F.T. (Loss of Free Time)

A pupil will only be placed in L.O.F.T, after following the escalation process or if the rules for time out are broken. If a pupil has had time out at least twice in one day and also L.O.F.T., the class teacher will discuss this with their phase leader and then, if appropriate, refer the pupil to the think room.

L.O.F.T. is a sanction for negative behaviour. If a pupil does not complete their work to the expected standard, does not finish work within the given lesson time, does not complete homework set, then it is at the teacher’s discretion to keep them in their class at playtime or dinnertime. Pupils are not sent to L.O.F.T. to complete work.

L.O.F.T. sheets are completed for each pupil; these are stored on the school system and are completed by the member of staff who delivers the sanction. If a pupil is in L.O.F.T. three times in a half-term then on the third time the class teacher will arrange to speak to the parent. A record of the parental contact/meeting is then logged on CPOMS.

### Think room

Think room is the ultimate sanction for severe negative behaviour (extreme rudeness, unsafe behaviour, inappropriate language- racist or homophobic etc. violence and severe physical contact). For a very small number of pupils who present with very challenging behaviour, in order to create a more bespoke response to their complex special needs, they will be referred to the Th.Inc. Room and the Head of Pastoral Care will have more involvement in leading this sanction/intervention.

All behaviour records are monitored every half term by the senior leadership team.