



Cockfield Primary School

Care, believe, achieve together!

Cockfield Primary School

Behaviour Policy



Care



Kindness



Respect



Positivity



Honesty

Updated: May 2026

Adopted by Governing Body:

Date of review:

Cockfield Primary School Behaviour Policy

Ethos

At Cockfield Primary School everyone will feel welcomed, respected and valued as members of the school community. Our behaviour policy and guidelines will endorse and promote the sense of value of each individual and for each other.

We are committed to providing a calm, safe and caring learning environment where everyone has the opportunity to reach their full potential. We will promote a culture of respect, responsibility and understanding of others. Our school needs to be a happy place where good behaviour is expected, all children enjoy their educational journey and make good progress. If this environment is not achieved then this can have an impact on the mental health, attainment and attendance of all stakeholders.

All staff endeavour to deal with all behaviour issues quickly and appropriately, before the need for intervention strategies arises – a consistent approach to behaviour management is used throughout school by all staff.

Statutory Duty of the School

The Head teacher and the Governing body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

Aims

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and shows positive regard for others. This is achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Ensuring pupils feel they are important and valued as individuals and that they are appreciated
- Praising children for their achievements
- Teaching that is sensitive to pupil needs and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect
- Ensuring early parental involvement on all occasions.
- Maintaining a safe environment where all pupils can learn and reach their potential.

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It is essential that this policy is applied consistently throughout the school. The following table outlines the expectations of all members of the school community:

Staff and Governors	Pupils	Parents
To lead by example Leaders are highly visible and support all staff in managing pupil behaviour	To respect, support and care for each other both in the school and the wider community.	To be aware of and support the school's values and expectations – to support school decisions regarding behaviour, work with the school to improve behaviour.
To have high expectations of pupils and be consistent and fair in dealing with pupils	To listen to others and respect their opinions.	To take an active and supportive interest in your child's work and progress
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities.	To ensure that pupils come to school regularly, on time with the appropriate equipment.
To deal with any incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.	To be tolerant of others, irrespective of disability, race, gender, religion or belief, sexual orientation and age	Share our expectations at home with children, encouraging positive behaviour.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with two emergency contact numbers.
To encourage regular communication between home and school encouraging parents to celebrate children's success or including them in pastoral work following misbehaviour	To take responsibility for their own actions and behaviour.	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence.
To ensure smooth transition to the next phase of education, we work with receiving schools to discuss issues.	To complete all tasks given as part of their education.	Contact school when there are concerns over management of behaviour.

Behaviour Curriculum

Pupils 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
- Line up quietly and sensibly
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept praise and sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

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Classroom Management

Class teachers are responsible for the management of behaviour in their class. It is primarily the role of the class teacher to ensure that their children behave appropriately in lessons and that learning is not disrupted.

Effective classroom management and good organisation from all staff within the classroom also ensures that pupil's behaviour is of a high standard and acceptable to all. It is expected of all staff that they: -

- Are well prepared
- Are punctual and ready to receive children at the start of each session
- Settle the class quickly to work
- Insist on full class co-operation
- Use the voice effectively
- Be alert to what is happening across the class
- Analyse what is happening in the class
- Have clear and well understood strategies for dealing with crises
- Allocate teacher time fairly, be mobile around the class
- Avoid drawing comparisons
- Keep up-to-date with marking with as much as possible marked with the children
- Make sure promises are kept
- Make good use of questions
- Ensure adequate opportunities for physical and practical activities
- Delegate routine classroom tasks to the children
- Organise the classroom effectively with effective circulation space
- Deal with children's problems
- Conclude the lesson successfully

Agreed classroom expectations are displayed on a poster in a prominent position within classrooms and are referred to as necessary.

Positive Reinforcement

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all staff to reinforce the school's culture and ethos. Rewards and positive reinforcements should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Our emphasis is on the reinforcement of good behaviour and positive behaviour management. We know that praise has a motivational role helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort. The school employs a variety of reward systems:

- Verbal Praise and positive reinforcement
 - Use specific praise wherever possible and include the child's name.
 - Non-verbal praise is equally as effective, i.e. a thumbs or a smile etc.
 - Notice children making the right choices (manners, good citizen, etc.)
 - Notice and acknowledge genuine effort, also inform parents / carers of positive achievements.
- Stickers
- Dojo Points and associated points-based rewards
- Praise Pad Sheets
- Star of the week
- Head Teacher's Value Award (2x weekly)
- Sharing good work with the Head teacher or adult of their choice
- Earning team points

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- Other in class rewards
- Certificates in assembly

General Guidance

Remember that challenge to expectations and routines is normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove
- Make assumptions – investigate a situation fully

School Rules

Our School Rules, rewards and consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with classes each year and constantly referred to.

They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Common language used across school to gain attention: **“Give me your attention, please.”**

Common action used school to gain attention: Arm held in the air until children are focussed on speaker.

Expectations for moving around school and listening to a speaker are kept simple and consistent so that children and staff understand what to do.

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2. Our Listening Code

When I am asked for my attention I:
Stop what I am doing
Empty hands
Look at the teacher
Keep quiet and still
Listen to instructions

3. Our Line up Code

When I am asked to line up I:
Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to rewards).

Children not behaving appropriately should be encouraged to do so and reminded of what is expected or face sanctions for repeated lapses. Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!'. If observed running with a total disregard for other people or displayed work then sanctions should be applied.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Dojo point'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase or arm in the air: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Playtime Supervision

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers and teaching assistants should supervise their own children in the corridor, putting on coats and wellies etc. Children are only allowed back into school during playtimes under supervision. Children need to be encouraged to use the toilet during break times, rather than during lessons.

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtime. Supply teachers should cover the duty of absent teachers but should never be without support. No hot drinks should be taken onto the playground.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. There should be at least one member of staff on the playground at all times.

Any behaviour incidents at playtime should be dealt with by the teachers/ teaching assistant on duty, or reported to a senior member of staff according to severity or frequency.

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Any child needing medical attention at playtime will be dealt with by a member of staff on duty if it is a normal 'bump or scrape'. More serious injuries need to be referred to a member of staff with First Aid Training.

Upon hearing the bell (first bell) children should stop what they are doing and replace any equipment which they are using. Playground resources are organised in a manner which makes this an easily completable request. Second bell one the playgroup is tidy, KS1 children line up at their gate by joining the end of their line and go inside with the teacher. KS2 children stroll into their cloakroom and up their class with a member of staff supervising the beginning and end of the flow of children. This ensures that there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Sanctions and support for poor behaviour

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features

- Following the schools warning system
- Consequences are given in a calm, professional manner
- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour

All incidents should be recorded on a warning tracking sheet - these are stored in classrooms and monitored by SLT through discussions with staff.

Warning tracking sheets are reviewed through discussion by members of SLT with Class Teachers to ensure that patterns in poor behaviour choices are identified and addressed. Staff at Cockfield understand that behaviour is a form of communication and repeated poor behaviour can be caused as a result of an unmet need. Where this occurs the SENCo works with the class teacher, parents/carers and the children to identify need and plan steps to overcome these barriers.

Making poor choices with behaviour will result in:

1. Reminder of how to behave – Friendly warning- This is an opportunity to acknowledge that the child is close to receiving a warning.
2. Warning - Warnings will be explicit e.g. "You have received a warning because you have chosen to....."
3. Reflection table in class

The language of choice should be used.

During time out children follow the set procedure.

You must not:

- talk
- disturb people
- leave your seat

You must:

- work in silence and complete your work

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- The length of time out should be 15 minutes for KS1 and 30 minutes for KS2 or this can be shortened or extended dependent upon the child's attitude.
- Following the time out incident, the teacher will encourage the child to discuss the incident using a restorative approach.

4. Missed play session (15 minutes at the next playtime)
5. Removal from class/situation – sent to a neighbouring class to work (for 1 hour, teachers must send 1 hour's work with the child)
 - Receiving staff will not reprimand further.
 - If the child continues to be disruptive a further consequence may be delivered, i.e. an intervention from the Leadership team

Following the time out period, a restorative conversation will take place

6. Involvement Head/Deputy HT – parents will be informed and privileges maybe lost
7. Letter home
8. Communication book to monitor behaviour
9. Exclusion (and internal exclusion) – as a last resort

**Time out (EYFS & during breaktimes only)*

Leadership Team Intervention

- The child will not be sent to a member of the leadership team by him/herself.
- Children brought to senior staff must have work provided for them.
- It is the teacher's responsibility to inform parents of any consequence the child has received including the cause and possible concerns regarding behaviour.
- If the child has been physically restrained parents will be informed by one of the senior Leadership Team and an appropriate record will be made on CPOMs with a record of the restraint details.
- Letter sent home to parents/carers. See appendix
- **EVERY DAY IS A FRESH START**
- Consequences for children who consistently misbehave should be recorded on CPOMs
- Misbehaviour at breaktimes and lunchtimes should be counted in the consequences.

At lunchtimes and breaktimes, poor behaviour will initially be dealt with by the member of staff on duty and reported to the class teacher. If the incident is thought to be of a serious nature it will be reported to the Headteacher/Deputy Headteacher.

An incident form is also completed on CPOMs by staff to track any incidents which are of a serious nature, or behaviours which reach removal from classroom. Repeated forms then trigger meetings with parents and other agency involvement.

If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support

We do have some children with high needs in our school and this can make them vulnerable. In consultation with SLT, staff provide these identified children with additional strategies to the

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universal school approaches. These approaches are adapted and specific to their need, they are included within our behaviour policy, but at times, our approach may be tailored to the individual.

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

- Within school, the SENCO will assist the class teacher in setting acceptable standards of behaviour in the classroom and in writing a behaviour support plan.
- Behaviour is monitored using a behaviour chart. Where highlight areas give cause for concern the steps are taken to support the child. We may also use a home school diary so that children can start to understand that home and school work together to solve problems.
- It may be necessary in some cases to request advice from external agencies such as the Social, Emotional and Mental Health and Inclusion Teams, Crisis Response or the Educational Psychologist. These experts provide a highly-skilled, external perspective on the behaviours which are being shown by individual children, or groups of children. A referral will only be made upon parental agreement, should this be required.
- The SENCO will liaise with staff, parents and external agencies to establish if a child's name needs to be added to the Special Educational Needs register
- Other expert advice may come from EWO/Social worker or Police.
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove the child to another setting. Decisions to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved (Mrs Wright and Mrs Kipling are Team Teach Trained). All incidents will be recorded and reported to parents.

Child on Child abuse

Staff and volunteers receive regular, up to date training regarding the latest updates from KCSIE. These are delivered at least annually, with bite-sized additional training planned and delivered regularly.

Staff are aware of the possibility and impact of child on child abuse in our setting and are proactive in monitoring for this and addressing as necessary. Any incidents of child on child abuse are dealt with by the SLT with the upmost concern. These are reported on CPOMS alongside the actions and any follow up impact or events.

Online Behaviour

All online school devices are monitored using Smoothwall services. This means that staff are alerted to inappropriate online searches and behaviours. The school online resources also have filtering settings in place so that children and staff are blocked from accessing inappropriate materials. Google is set to 'safe search' function which means that inappropriate content is filtered out from searches. Staff closely monitor the behaviours of children online and report any concerning behaviours to the Headteacher. The Headteacher can use the Smoothwall account to specifically filter certain words, phrases or websites (beyond those generally applied by Smoothwall) as and when a need is identified.

Children are specifically taught about safe Online behaviours as part of the Computing Curriculum, the PHSE curriculum, the RSE curriculum and through planned enrichment activities and sessions throughout the year. This is embedded by modelling of positive behaviours by school staff, in accordance with the rest of the behaviour policy.

Staff log any concerns regarding Online behaviours on CPOMS using either the Online Safety or the Filtering and Monitoring categories as appropriate.

Sexualised behaviours

Sexualised behaviours demonstrated by pupils are addressed in a timely, proportionate manner which reflects the seriousness of the behaviour. No sexualised behaviours are accepted at Cockfield Primary School and the strategies used to address these behaviours are

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both consequences and educational to inform the child, and those affected by the behaviours, that they are not accepted.

Sexualised behaviours include:

- Sexual Violence
- Sexual Harassment

Staff are aware, and regularly reminded via training, that these behaviours can happen everywhere that they need to be vigilant and proactive in addressing these. Children are educated, in an age-appropriate manner, regarding appropriate and inappropriate behaviours through PHSE and RSE lessons.

Staff record Sexualised behaviours to a DSL and record these on CPOMs.

Support systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- How to record behaviour incidents
- An awareness of the different types of behaviour which can cause concern (including sexualised behaviour and concerning online behaviour)
- How to hold a restorative conversation
- How SEND and mental health needs impact behaviour

Exclusion / Suspension

The headteacher will;

- Be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she is the only person who can decide to exclude a pupil
- Ensure that the policy and all procedures are in line with current legal requirements
- Ensure that all staff receive appropriate support, advice and training in managing pupil behaviour in order to minimise the risk of needing to exclude a pupil
- Ensure that staff work closely with parents and relevant specialist agencies when managing challenging behaviour
- In the event of a suspension, officially inform the pupil's parent of the period of the suspension, or that the exclusion is permanent
- Give the reasons for suspension
- Advise the parent that he or she may make representations about the suspension to the governing body
- Advise the parent how and to whom his or her representations may be made
- Advise the parent of the days on which he or she will be responsible for ensuring the pupil is not found in a public place
- In the case of a fixed-term suspension, advise the parent of the date and time when the pupil should return to school
- If applicable advise the parent of any alternative education provision, including location, dates of attendance and so on
- If appropriate, advise the parent of the date, time and details of the reintegration interview
- Ensure that suitable full-time education is arranged for exclude pupils from the sixth school day of any fixed-period suspension
- Notify within a school day both the LA and the governing body of the details of the suspension, including the reason for it
- Arrange a reintegration interview with parents following the expiry of any fixed-term

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suspension. The interview will be conducted by the Headteacher or a senior member of staff and its purpose is to assist the pupil's reintegration and engage the parents in promoting the improvement of his or her behaviour

School Governors play an active part in the positive ethos of the school in showing care and ensuring just and fair dealing in all circumstances.

The governing body will:

- Promote positive behaviour by celebrating the achievements of pupils and by participating in final warning meetings to encourage pupils to make full use of the opportunities the school offers them
- Review the Headteacher's exclusion decisions
- Dismiss suspensions that do not relate to a disciplinary issue and consider complaints about other circumstances under the complaint's procedure
- Receive training to equip themselves to discharge their duties properly
- Consider whether to establish a discipline committee. If so it will consist of at least 3 members. The Headteacher may not be a member.
- Ensure all exclusion meetings are clerked
- Meet to consider the circumstances in which the pupil was suspended, consider representations made by the parent, LA, consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated
- Delegate power to the Headteacher to use reasonable force when absolutely necessary
- Delegate power to the Headteacher to search pupils if it is felt necessary
- Decide when it will be necessary to work with other local agencies/parents to assess the needs of pupils who display continuous disruptive behaviour

Internal Exclusions and Playground Exclusions

These are decided by the HT or in her absence a member of the SLT. They are given for:

- Serious incidents
- Persistent disruption in class

In each case parents are contacted by telephone by SLT and this is confirmed by letter.

Procedure for Internal Exclusion

Internal Exclusions are held in the Headteacher's office.

Children are brought to school through the main entrance, and collected by parents. The child works in isolation on work similar to that being done by their class at the time. A member of staff is available to introduce the work and to help with any issues.

Lunch is provided in the same room and toilet breaks are taken as appropriate.

At some point during the Internal Exclusion the Headteacher will discuss the incident with the child and record this on CPOMS.

Parents/Carers

The school aims to establish collaborative links with parents and carers and will aim to accommodate the personal needs of parents so consultation, discussion, advice etc is always available. Staff actively encourage concerned parents/carers to approach them with worries regarding their children.

A monitoring behaviour letter is sent out to parents when unacceptable behaviour becomes more frequent and all other strategies have been tried and there has been no improvement.

Powers of search

If we believe a child has something in their possession which is not allowed at school, e.g. a mobile phone or sweets, we would ask the child to hand over the article/s for safe keeping to be returned at the end of the school day.

If a child refuses, normal procedures and sanctions for dealing with incidents would apply.

If we believe a child has something in their possession which poses a risk to themselves or others, e.g. a lighter or a knife, we would ask the child to hand over the article/s. This would

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then be followed up with contact with parents and, depending on the severity of the incident, an appropriate sanction would be applied. If the child refused to comply we would contact parents for support whilst keeping the child away from others. We would in all cases seek to de-escalate the situation. We would not seek to forcibly search a child. If needed the police will be contacted to ensure that children within the setting are able to access safely.

Reasonable Force

Where a child is putting themselves or others in danger, we would use reasonable force to stop this. This would always be done in line with our school policy (see Physical Intervention Policy) and in line with 'Team Teach' approaches. It would only be applied if de-escalation techniques had not been effective and only if there was an immediate threat to the child's safety or the safety of others. Positive Handling Plans are put in place if required.

Malicious allegations (see allegations of abuse against staff policy)

The latest legislation and any changes in government policy will be followed at all times and the school policy will be updated as required.

The Headteacher will report to the governors on behaviour incidents as part of the Headteacher's report to the Governors. The policy will be evaluated annually.

'If you want to change a child's behaviour, you must connect before you can correct!'

Fundamentally our behaviour policy is built upon relationship and the secure working knowledge which all members of staff strive to build with our community, especially the children in our care. Using this knowledge staff aim to build up respect and trust, which is positive in times of success, but is also the foundations of resolving situations where negative behaviour choices are made because a positive working relationship is on place.



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Appendices

1. Our School Rules
2. Rewards
3. Consequences / Sanctions
4. Our Listening Code
5. Our Lining Up Code
6. Time Out / Reflection Table
7. Toolbox to support de-escalation techniques
8. Behaviour Checklist
9. Dealing with appropriate & inappropriate behaviour (including restorative script)
10. Internal Exclusion Letter
11. Senior Leadership Intervention Letter



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Our School Rules

- Be kind
- Follow instructions
- Keep hands and feet to yourself
- Move sensibly and calmly around school



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Rewards

- Stickers
- Dojo Points
- Praise Pad Sheets
- Star of the week
- Head Teacher's Award
- Sharing good work with the Head teacher or adult of their choice
- Messages home to parents/ carers (phone call, Dojo message).
- Other in class rewards



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Consequences

- Friendly warning (Reminder of how to behave)
- Warning
- Reflection table (Moved to a seat away from the group)
- Removal from class/situation – sent to a neighbouring class to work
- Loss of privileges
- Involvement Head/Deputy HT – *parents will be informed and privileges may be lost*
- Letter home
- Communication book to monitor behaviour
- Internal Exclusion
- Exclusion

**Time out (EYFS / KS1/KS2 playtimes)*

Our Listening Code

When I am asked for my attention I:

Stop what I am doing

Empty hands

Look at the teacher Keep quiet
and still

Listen to instructions



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Our Line up Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Reflection Table

During time out

You must not:

talk

disturb people

leave your seat

You must:

work in silence

complete your work



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Tool box to support de-escalation techniques	
Verbal advice	"If you want to help me, then you need to get on with your work...do you need any help?"
Fresh face	Move back out of immediate range and let other staff/pupils become the focus.
Reassurance	"I'll always try to be here if you need me." "Although that was wrong, we can help you put things right again."
Success reminder	"Remember that excellent number work you did for me this morning..."
Choices/limits/consequences	"If you make a bad choice here, you know that you will have to miss 3 minutes playtime."
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "When I was talking to your mam on the phone..." "Did you see East Enders last night?" "Would you like a drink of water?"
Space given	"I'm going to leave you alone for a little while."
Withdrawal from class / activity	"I would like you to go and finish that work over in the library area, please."
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	"Focus on 'feeling' words.... o Note general content of message. o Observe body language. o Ask yourself, "If I were having that experience right now, what would I be feeling?" o Reflect meanings. "You feel....because..."
Humour	"Did you hear the one about...." Knock knock..
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction other than reflection.
3 part assertive message	"When you are not listening I feel disappointed because I can't help you with your work."
Negotiation	"If you come back into class, I will see (name) for you at dinnertime and help you sort it out."
Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with 'AB' written at the top.
Emphasise concern for welfare	"Are you alright?... Show me that hurt finger...oooh that must hurt a lot... Did you have a nice tea last night?"
Show understanding	"I'd feel angry if that had happened to me..."



Charlie Taylor's Behaviour Checklist

Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Prepare well matched resources.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Dealing with Appropriate and Inappropriate Behaviour

- Always be consistent and fair.
- Children will always behave more appropriately when they are interested and engaged. This is true for the classroom and the playground.
- Rewarding good behaviour and effort is the most effective aspect of any behaviour policy.
- Physical restraint should be a last resort. Please refer to the Positive Handling policy for procedures.
- Refer to the behaviour, not the child.
- Remain calm and assertive with parents/carers. Even an engaged parent can become disillusioned when they feel the blame is passed on to them.
- Tasks appropriate to a misdemeanour (after a calming down period) are beneficial in reinforcing the expected behaviour. E.g. tidying a classroom after throwing items around, jobs for a member of staff following rudeness etc.
- We are a restorative school and opportunities to resolve incidents through a restorative conversation should always be attempted. This could be during or following the incident depending on the emotional state of the children involved.

The following restorative script will be used.

- **What happened?**
- **What were you thinking at the time?**
- **What do you think about it now?**
- **Who has been affected by what has happened- in what way?**
- **What do you think needs to happen to make things right?**
- **How could you make sure this doesn't happen again?**
- Movement, particularly vertical (e.g. skipping) is very good at engaging the brain and enabling children to concentrate. So is drinking water. So are logic and other challenging puzzles.
- Always present the negative consequence as their choice

