

# COGNITA



AKELEY WOOD  
SCHOOL

## Behaviour Policy

### 2020

### 1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

### 2 Background

- 2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.
- 2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.
- 2.6 If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

### 3 Applicability

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 3.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.
- 3.6 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
  - Develop psychologically, emotionally, intellectually and spiritually;
  - Initiate, develop and sustain mutually satisfying personal relationships;
  - Use and enjoy solitude;
  - Become aware of others and empathise with them;
  - Play and learn;
  - Develop a sense of right and wrong; and
  - Resolve (face) problems and setbacks and learn from them.
- 3.8 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.
- 3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

### 4 Definitions and Scope

#### 4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
  - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils should all show respect for one another;

- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

### **5 Procedures and Responsibilities**

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
  - Speak politely to other people; and
  - Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
  - Speak politely to other people;
  - Praise children's efforts and achievements as often as they can;
  - Explain to children what they should have done or said when they get it wrong;
  - Tell parents about their child's efforts and achievements; and
  - Avoid using critical or sarcastic language.
- 5.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
  - Hitting, kicking, biting or other such physical responses; or
  - Racist or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
  - If the behaviour is repeated, the child will be reprimanded once more as above;
  - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
  - We will try to find out why the child is behaving in this way and then treat the situation accordingly.

### 5.7 The role of the teacher

- Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil;
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

### 5.8 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

### 6 Policy

#### 6.1 Our rewards

There is a whole school system for reward and praise, age appropriate to give all children a clear understanding of expectations across the school. We reward good choices, effort and academic achievement.

<b>Nursery</b>	<b>Reception to Year 6</b>
Regular verbal feedback to encourage positive behaviour and choices	Regular verbal feedback to encourage positive behaviour and choices
Reference to good role models	Reference to good role models
Stickers	Rocket recognition for those going above and beyond
Individual rewards	House points (awarded as dojo points)
	Class reward (half termly)

From Reception to Years 6, House Points are given to children. These are awarded through the online class dojo system. We reward one house point for good choices, academic achievement and positive behaviour linked to the Akeley Learner Profile. The house with the most points is celebrated in assembly each week and then a tally is recorded on a whole school display. Collectively, as a class, the children will collate their house points to achieve a half termly target which will be celebrated by a class reward, agreed by the children, on the last day of each half term.

From Reception to 6, Rocket Recognition lanyards are given to children who have gone 'above and beyond'. The children wear these in school until the following assembly. Parents and other children are encouraged to ask why they have received one. Their names are displayed on the Rocket Recognition board in Reception.

Assemblies are a weekly opportunity to publicly celebrate the good choices children have made in school and celebrate through house points and Rocket Recognition. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

#### 6.2 Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

### 6.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

6.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

6.3.2 Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.

6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring.

6.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

Staff at AWJS employ consistently and clearly a hierarchy of sanctions (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Teachers will formulate Essential Agreements with their classes/groups to ensure that expectations of behaviour are clear and understood. Children will also have ownership of the sanctions in an age appropriate way depending on the year group. The Essential Agreements will be displayed in classrooms.

We have a series of consequences if someone breaks a rule. These are developed to meet the needs of different ages of child. We expect all children to be 'ready to learn' at the start of each day.

#### Early Years Sanctions

In Ladybirds, babies (up to 2 years) are starting to understand simple boundaries and where these boundaries are being stretched we will use a method of distraction and gentle reminding. If a behaviour continues, for example biting, we would then look at the reasons for biting (teething etc..). Parents are informed and positive behaviour strategies are used.

In Caterpillars (2-3 years), the understanding of behaviour and what is acceptable is understood more in this age range. Continuing with the positive behaviour approach, children may have 'thinking time' if their behaviour continued to show negativity. Parents are fully informed in their process and we ask for their support if issues keep arising.






In Butterflies (3-4 years) and Reception there is a weather themed, hierarchical positive behaviour system, aligned to Primary. Towards the end of Reception



the children will be introduced to the faces positive behaviour system to aid transition into Primary.

**Primary Sanctions**

All children start the school day on the green face/traffic light. Traffic lights and learning reminders to be displayed in all classrooms. Children can move up and down the chart throughout the day dependent on the choices that children make. Traffic lights are reflected upon throughout the day. Some behaviours, such as disrespect to others or school property, physically or verbally, would constitute an automatic red choice. Red face choices carry greater sanctions and these will be discussed with class teacher, SLT and parents. Children that display exemplary behaviour at all times during the day can move to the purple face and maybe rewarded through the house point system or given extra responsibility in class. Children maintaining a purple face through the week will receive special recognition from the Head teacher. In Specialist lessons, Specialist teachers inform class teachers of any incidences.

	<b>Exemplary Behaviour</b>
	<b>Ready to Learn</b>
	<b>Child needs to reflect on choices</b>
	<b>Child given final warning and reflection time.</b>
	<b>Teacher intervention - child has not made right choices or reflected whilst on 'Amber'. Child complete 'think sheet' reflection. Parents informed.</b>

	<b>Teachers follow the stages below throughout the school</b>
<b>Stage 1</b>	Reminder about good choices (Yellow)
<b>Stage 2</b>	Second reminder about good choices.(Orange)

<b>Stage 3</b>	Use of traffic light system (see above) (Red)  Time out at next appropriate time if a child reaches red face and 'Think Sheet' completed. If child remains on red face at the end of the school day parents are informed. If red face choice happens in the afternoon, 'Think Sheet' is sent home and sanction determined by parents.
<b>Stage 4</b>	If a child is continuously on red face or make an immediate red face choice, child visits Phase Leader and parents are informed.
<b>Stage 5</b>	If the traffic light system is not working for individual children, Stage 4 will be required. CT and PL meet with parents to discuss next steps. Child may be given a targeted behaviour chart in class.
<b>Stage 6</b>	Learning Support observations (if needed) with PSP
<b>Stage 7</b>	Senior Leadership involvement depending on child needs i.e. Pastoral Lead and/or SENCO
<b>Stage 8</b>	Consideration of exclusion (fixed or perm.) (Headteacher)

6.3.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:

- verbal warning by the Headteacher or Assistant Head. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).

[See Exclusion Policy]

6.3.6 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

## **7 Suspension and Expulsion**

7.1 The Headteacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

### **8 Allegations of Abuse against Teachers and Other Staff**

- 8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

### **9 Complaints Procedure**

- 9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

### **10 Monitoring and Evaluation**

- 10.1 Each Headteacher is responsible for maintaining a behaviour log which includes instances of bullying.
- 10.2 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 10.3 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 10.4 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Director of Education (DE).

## Behaviour Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin, DE

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Audience	All school staff

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<b>Related documentation</b>	
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