

Cubert School Behaviour Policy



Statutory Duty of School:

The head teacher and governing board are responsible for promoting good behaviour in Cubert School. The Head teacher will publicise this policy, by making it known within Cubert School, to parents, and by annually bringing it to the attention of children, parents and staff through school assemblies, the school prospectus, staff handbook and induction procedures.

Aims:

- To promote self-discipline
- To encourage good behaviour and respect for themselves and others; and prevent all forms of bullying among children
- To promote good behaviour within the school and in the wider community

Policy into Practice:

Within Cubert School certain practices will support behaviour and discipline. We recognise behaviour is a form of communication and endeavour to help children choose the correct behaviour by listening and responding to needs.

- a) **The establishment of Three Cubert Rules, which are for all times and all circumstances:**
 1. Follow instructions with thought and care
 2. Show good manners at all times
 3. Care for everyone and everything
- b) **Rewarding achievements:** This will be done through positive recognition of classes' achievements, in good attendance and behaviour, through mentions in assembly, certificates, prizes, sharing star work, star of the week awards, and informing parents or carers.
- c) **Sanctions for children who choose to disregard the rules:** A series of sanctions is in place. These sanctions are hierarchical and are designed to reinforce the school rules and teach children how to follow them. All teachers, teaching assistants and lunchtime supervisors have the right to impose sanctions, except exclusion, which is the responsibility of the headteacher in consultation with the governors:
 1. Eye contact
 2. Warning -verbal
 3. Warning - recorded in class record book (missing part of playtime- 1 minute/ year of age)
 4. Time Out
 5. A visit to the Nest to ascertain if anything is wrong/emotional dysregulation
 6. Sent to Senior Manager (Parent informed by discretion of Headteacher/ incident recorded in Headteacher's book)
 7. Use of team teach if needed

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 9. Individual behaviour plan
 10. Internal suspension (Parent informed)
 11. Please note that in extreme cases temporary or permanent exclusion may need to be actioned in line with legal requirements
- d) **Strategies for supporting behaviour management:** Individual behaviour programmes, Jigsaw, assemblies, Thrive, Trauma Informed Schools, Drawing and Talking Therapy.
- e) **Strategies for promoting good behaviour:** Rules will be displayed prominently and attractively in the classrooms. Sanctions will be displayed in the staff room. Teaching about them will take place in Assemblies, PSHE lessons etc.
- f) **Strategies for coaching good behaviour:** Modelling excellent behaviour particularly in the area of manners. Class wide reward systems to promote, teach and reward good behaviour. Highlighting good behaviour when it occurs as a way of promoting positive role models amongst peers.
- g) **Setting good habits early:** To help children establish regular attendance and good behaviour from the start, involving parents in the process.
- h) **Early intervention:** Prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- i) **Monitoring:** The use of rewards and sanctions are monitored at least termly according to age, ethnicity, gender, learning difficulties and disabilities. Any bias is recorded.
- j) **Identifying underlying causes of inappropriate behaviour:** If there is a notable change in a child's behaviour, staff and parents will meet to discuss reasons and plans will be implemented to modify negative behaviour. Manifestations may include changes in child's attention, anxiety, diet, habit, developmental level, uncertainty about what is expected from them, and teachers shall report any inconsistencies to the Headteacher.
- k) **Work with parents:** Support is available to those parents who may need help in the ways they handle their children's behaviour. Signposting or referral to Early Help Hub, community nurses, learning and behaviour support teams, parenting programmes as well as actioning the Common Assessment Framework (CAF) process.
- l) **Work with colleagues from related disciplines:** Including speech therapist, nurse, consultant paediatrician, dietician, behavioural support, CAMHS, educational psychologist on addressing any underlying causes.
- m) **Staff development:** The school uses relevant professionals to provide in school advice and training. The staff are informed about related courses being provided by reputable training providers either in person or online.

- n) **Support staff:** Supply staff are given a copy of the Behaviour Policy and the rules, rewards and sanctions available to them are explained. Lunchtime supervisors are using the school rules, rewards and sanctions. Any concerns are shared with the relevant staff.
- o) **THRIVE:** All staff have a basic training of THRIVE and we have two licenced THRIVE practitioners in school. We are a THRIVE ambassador school.
- P) **Sharing this policy:** This policy has been shared with our school community.

The severe clause

In our behaviour plan a **severe clause** is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that will constitute the invoking of the severe clause:

- Bullying
- The physical assault against a pupil
- The physical assault against an adult
- Racial, homophobic or sexual abuse of anyone in the school
- Being in possession of harmful drugs for their own use or for 'selling' to others
- Carrying a weapon such as a knife

The following could also be considered by the school as **severe clause** incidents:

- Swearing at a teacher
- Deliberately breaking or damaging school property
- Stealing
- Open defiance in carrying out one of the sanctions, for example persistent disruptive behaviour
- Deliberately missing lessons by hiding in an area of the school
- Doing something that constitutes danger to another child.
- Running out of school
- Drug and alcohol related behaviour
- Extremist behaviours

In consultation with the governors severe clause incidents may require putting into operation the need for exclusion - whether temporary or permanent. Parents will always be informed.

Children with special needs:

Children with SEN will be treated sensitively according to their needs, and the advice gathered from external agencies, e.g. behaviour support.

Children

Children are involved in the writing of this policy through PSHE and Assemblies

Parents

Cubert School will encourage parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and children will be aware that the school has an equal opportunities policy and will monitor the impact of their policies and procedures on different groups.

Monitoring, Evaluation and Review

The Governing Board will review the behaviour policy annually. It will be promoted and implemented throughout Cubert School.

This policy will be reviewed annually by the governing board.

Date of next review: Summer 2024

Signed: _____
(Chair of Governors)

Date: _____