



**Cottingley
Village**

Primary School

Behaviour & Positive Relationships Policy

September 2023

Rationale:

At Cottingley Village Primary School we want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

Aims:

- To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
- To create an ethos in which individuals feel valued; where personal endeavors is encouraged and to ensure the promotion of high morale.
- To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than give reprimand.
- To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
- To state and promote the strategies necessary for ensuring a high standard of behaviour.
- To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
- To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.
- To build positive and trusting relationships between pupils themselves and pupils and staff.

Cottingley Village Primary School acknowledges that the whole school behaviour system is not appropriate for some children and so alternative strategies will be deployed as appropriate. These will be discussed between the Inclusion Lead, class teacher parents and in some cases Behaviour Support/Outside Agencies.

As a school we recognise that a number of other policies and procedures that we have developed and operate form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school child-friendly anti-bullying policy
- Safeguarding & Child Protection Policy
- Control and Care Policy (Including physical restraint)
- School Guide to Implementing Rules, Rewards and Sanctions
- Cottingley Village Primary School Behaviour Curriculum

The school rules are promoted and encouraged at all times using positive strategies and methods. Staff ensure children understand that any sanctions implemented are the consequences of choices that they have made.



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Rules

These are the rules that we all follow at Cottingley Village Primary School:

1. We will do as we are asked first time.
2. We will listen when someone is speaking.
3. We will be proud of ourselves, our work and everything around us.
4. We will keep hands, feet, and objects to ourselves.
5. We will work as a team showing respect and care for each other and everything around us.



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Rewards

If we choose to follow the rules, this is what will happen:

1. Your teacher will comment specifically on how well you have done.
2. You will be awarded Dojos.
3. You can show your work to a Senior Leader.
4. When you have collected 100 Dojos, or 30 in EYFS, you will receive a Bronze Certificate.
5. When you have achieved your Bronze Certificate you can work towards your Silver, Gold, and Platinum Certificates.



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Sanctions

If we chose not to follow the rules, this is what will happen:

1. Your teacher will give you up to 3 warnings.
2. You will be sent to Time Out A – up to 10 minutes sitting alone in Time Out.
3. You will be sent to Time Out B – up to 1 hour working in another class.
4. You will be sent to Time Out C – up to half a day working with a Senior Member of Staff.
5. You will be sent to a Senior Member of Staff. Your parents will be called into school for a meeting about your behaviour.
6. You will be sent to the Head Teacher. Your parents will be called into school for a meeting about your behaviour.

Persistent negative behaviour & suspension

- Further information on what constitutes Time Out B and Time Out C can be found in school guide to the *'Implementation of the Behaviour and Positive Relationship Systems'*.

If a child continues to demonstrate unacceptable behaviours or demonstrates 'severe behaviour' then they may be suspended for a period of time. This may include internal suspension, lunch time suspension or suspension at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
 - Physical abuse of children and adults
 - Persistent racist or homophobic remarks or behaviour
 - Persistent and deliberate hurting of other children
 - Persistent defiance to adults, both verbally and non-verbally
 - Persistent disregard for other people's/school property
- The School Pastoral Worker and School Counsellor provide support for children, helping them to reintegrate back into school and provide strategies to manage emotions and dysregulated behaviours. The Deputy Head for Inclusion is responsible for allocating this support to children.
 - Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Permanent Exclusion:

The Headteacher can make the decision to permanently exclude a pupil. This decision would be made under the following considerations:

- A build of suspensions overtime.
- Persistent poor behaviour.
- A one-off serious incident.

Lunchtimes:

It is essential that all staff on duty are alert and aware - praising any positive play or interaction.

All complaints from children should be listened to and dealt with accordingly. The child must know that their concern is being or has been addressed. Further assistance should be sought from the Class Teacher in the first instance, should further investigation be required. Children must be appropriately reminded of the school rules and expectations at all times.

Rewards:

Staff to give Dojos for following the school rules. (See guide to the *'Implementation of the Behaviour and Positive Relationship Systems'*.)

CPOMs:

All incidents of behaviour that warrant a Time Out B or above will be logged onto CPOMs by the member of staff who has dealt with the incident firsthand. Senior staff will be aware of the incident on CPOMs and will deal with any additional actions or outcomes dependent on each incident. The Class Teacher will call the parents in the first instance to discuss any matter that has resulted in a Time Out B or higher. (Please see details in *'Implementation of the Behaviour and Positive Relationship Systems'*.)

Special Educational Needs and Disabilities:

Learners with additional needs may have personalised plans for behaviour.

Learners with social, emotional or mental health needs (SEMH)

- The Inclusion Leader should be informed if any concerns arise where a child clearly cannot be supported within the whole school behaviour system.
- Adaptations may include: personalised interventions, outside agency involvement such as the Educational Psychologist Team, or an EHCP with needs clearly identified with objectives to be met. Annual reviews will be carried out with all agencies involved.
- Occasionally a child may require support from specialist staff in the school-led Resource Provision.
- The Inclusion Leader will advise stakeholders so that any support plans or risk assessments can be produced or updated if they are appropriate.
- An Early Help referral or Early Help meetings may be raised with parental involvement Outside agencies may be contacted e.g. Child Health Services including School Nurse and/or Commissioned Speech and Language therapist to work with key families.

Sexism, Misogyny and Sexual Harassment:

We want everyone to feel included, respected and safe in our school. We will not tolerate:

- Verbal abuse, which includes name-calling and sexist comments.
- **Sexist comments** which are discriminatory based on gender.
- **Sexism** - behaviour or attitudes that create stereotypes of social roles based on gender.
- **Sexual Harassment** - unwanted conduct of a sexual nature that can occur online or offline. Sexual harassment is likely to violate a child's dignity, make them feel humiliated, intimidated or degraded and creates a hostile, offensive or sexualized environment. Sexual harassment can include: Sexual comments e.g. sexual stories, lewd comments, making sexual remarks about clothing and appearance and calling someone sexualized names. Sexual 'jokes' or taunting Physical behaviour such as deliberately brushing against someone, interfering with someone's clothing and displaying pictures, photos or drawings of a sexual nature
- **Online sexual harassment** (either standalone or part of a wider pattern) including consensual / non-consensual sharing of nude and semi nudes and sharing of unwanted explicit content
- Sexualized online bullying
- Unwanted sexual comments and messages including on social media
- Sexual exploitation, coercion and threats.
- Upskirting (a criminal offence)

All staff and pupils are expected to report this behaviour. If a pupil demonstrates any of the above, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Contact parents regarding the incident if appropriate.
- Provide support for both the victim and the perpetrator.

In some situations, we may make referrals to Early Help, Social Services, other services and/or the Police. We may implement Risk Assessment Management Plans.

Our SRE and Learning for Life curriculum teaches children what healthy and respectful behaviour towards one another should look like.

Child-on-child abuse

All staff will challenge any inappropriate behaviours between peers. Staff will never downplay behaviours or dismiss sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff will report all concerns regarding child-on-child abuse to the DSL immediately. The school’s response to allegations of peer-on-peer abuse will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Whilst school will not tolerate behaviour of this kind, all pupils will be listened to and supported to enable them to change their behaviour. School will listen to the victim(s) and that their wishes will inform our response, but school will make the final decision.

Reporting behaviour concerns

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they think it is & Staff must advise pupils that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (*see Pupil Restraint Policy*).

Powers of search:

On extremely rare occasions, it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community. Items which are banned in school include: matches, lighters, vapes, any sharp or bladed item and any medication.

Allegations of abuse:

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

Date: September 2023

To be approved by: LAB on

Date of review: September 2024

