



## Caring for Pupils, Promoting Success

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn. Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks. We want them to: Be Ready to learn Be Responsible for their learning attitudes Be Resilient in their approaches to learning.

### Behaviour Policy

<b><i>Original Author &amp; Date:</i></b>	Lucy Smith – September 2023
<b><i>Review Frequency:</i></b>	Annually
<b><i>Last Review Date:</i></b>	September 2024
<b><i>Next Review Date:</i></b>	September 2025
<b><i>Reviewed by:</i></b>	J. Crabbe, Staff & SLT
<b><i>Reviewed Date:</i></b>	May 2025
<b><i>This policy has been ratified by:</i></b>	Governing Body
<b><i>To be read in conjunction with:</i></b>	Safeguarding Policy, Online Safety Policy

## **Aims**

We believe that all children have the right to be educated in an environment which is conducive to learning; an environment which is calm, safe, supportive and where they are treated with dignity. As a school we have a responsibility to foster in children the basis of good learning and pro-social behaviours which will form the starting point for the development of these skills for the rest of their lives. We recognise that, for all children, behaviour is a means of communication with those around them, and we also understand our role in developing children's skills in self-regulation and appropriate self-expression to allow them to be successful once they leave our care.

## **Ready, Responsible, Resilient**

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Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks.

- Ready to learn
- Responsible for their learning attitudes
- Resilient in their approaches to learning

## **Praise and Reward**

We believe that positive reinforcement is the most powerful method of developing learning and pro-social behaviours in children. In our school, this takes the following forms:

- Verbal and non-verbal 'on the spot' praise and reinforcement
- Recognition in 'Celebration Assembly' for excellent behaviour, effort or achievement.
- A 'WOW' board in each classroom displaying examples from children who have gone 'above and beyond' – this could be in their behaviour, effort or outcomes.
- The use of the 'dojo' system to earn points for excellent behaviour, effort or achievement.
- The reward of extra playtime each week for the class with the most Dojos
- Children have an end of term reward offered by staff.
- Parents are informed of their children's successes in order that they can celebrate their child's successes with them at home.

## **Refocusing (a scripted intervention)**

From time-to-time children will need support to understand that their behaviour is not helping themselves or others to learn or not promoting the well-being of themselves or others. When this happens, a paid member of staff will follow this process:

	First action (de-escalation)  "I'm just checking that..."	At least three mins take up time will be given before progressing to the next stage.	Stage 1  "I am asking you to.... Because...."	At least three mins take up time will be given before progressing to the next stage.	Stage 2  "You need to... or..."  Refer to consequence staircase	At least three mins take up time will be given before progressing to the next stage.	Stage 3  Sanction applied as explained in Stage 2.  Refer to consequence staircase  Where possible a restorative conversation between the adult involved and the child will help to decide the sanction (Restorative Justice), which should be appropriate to the behavior and also to the age and developmental stage of the child. <b>Parents informed.</b>	If it has not already happened, Restorative conversation between adult who has issued the sanction and child.	Stage 4  Refer to Headteacher or SLT Graduated Response initiated. <b>Parental Engagement.</b>
Possible examples (this is not an exhaustive list)									
Not engaging in learning, refusing to complete a given task.	"I'm just checking that you understand what you need to do / have all the resources you need"		Verbal reminder about expectations of behaviour and learning with reasoning		Verbal reminder about expectations of behaviour and learning with explanation of consequence  Refer to consequence staircase		Pupil misses play time until work is completed. <b>Parents informed.</b>		Refer to Headteacher or SLT Graduated Response initiated. <b>Parental Engagement.</b>
Mild or infrequent inappropriate language	"I'm just checking that you know that we don't use those words in school. Try using x or y instead"		"I am asking you to stop using that word because people find it offensive"		"You need to stop using that word or  Refer to consequence staircase		Pupil apologizes to target (verbally – KS1, in writing KS2). <b>Parents informed.</b>		Refer to Headteacher or SLT Graduated Response initiated. <b>Parental Engagement.</b>
Not following reasonable instructions given by member of staff	"I'm just checking that you understood me when I asked you to..."		Verbal reminder about expectations of behavior and learning with reasoning.		Verbal reminder about following instruction with explanation of consequence...  Refer to consequence staircase		Sanction applied appropriate to instruction not followed (e.g. unsafe behavior on stairs may lead to child making safety poster for stairs in own time (KS2) or practicing safe walking in own time (KS1)). <b>Parents informed</b>		Refer to Headteacher or SLT Graduated Response initiated. <b>Parental Engagement.</b>
Theft	"I'm just checking that you know that's not yours and that you will need to give it back".		"I am asking you to stop taking those things because they don't belong to you". Parent informed.		"You need to stop taking things that don't belong to you or we will not be able to trust you to be alone"		Child is accompanied in e.g cloakroom and is not allowed in the building at playtimes or lunchtimes. <b>Parents informed</b>		Refer to Headteacher or SLT Graduated Response initiated. <b>Parental Engagement.</b>

## **Restorative Conversations and Restorative Justice**

Where sanctions are applied (Stage 3) it is important that children are supported to reflect on their behaviour and learn from it. Restorative Conversations are the process that allow children to do this. The conversation does not need to be lengthy, or recorded, but must happen between the member of staff who issued the sanction and the child and must take place in an area where it cannot be overheard by other children. The conversation falls into three sections **Recalling, Reflecting** and Taking **Responsibility**.

**Recalling** e.g. What happened? What were you thinking at the time?

This is from the child's point of view and adults should be careful not to bring their opinions in to it.

**Reflecting** e.g. What have you thought since? How did this make people feel? Who has been affected? How have they been affected?

This is the adult's opportunity to reframe the incident and help the child to understand the impact of their actions.

**(Taking) Responsibility** e.g. What should we do to put things right? How can we do things differently in the future?

If the conversation happens prior to Stage 3, the child can be encouraged to help decide how to put things right – this is Restorative Justice. If it happens afterwards, they should be supported to consider how they could do things differently next time.

If a child struggles to engage with a restorative conversation, they should be offered a postponement and/or support from another trusted adult. If this continues, the parents will be contacted to attend the conversation with the child.

## **Predictability, Consistency and Fairness**

We recognise the importance of children experiencing predictability, consistency and fairness in the application of our policy and staff strive for consistency and kindness in all of their interactions with children. Children will experience our consistency of approach through:

- Dojo accounts which will reference the class discussions about our school rules in a way which is meaningful to the children.
- Dojos will be awarded one at a time and will be awarded equally by all staff
- Staff will make children clear about what they can do to earn Dojos.
- The termly reward ensures that children who make the right choices all the time are always rewarded.
- 'WOW' displays in all classrooms to celebrate the children who go 'above and beyond' and raise the expectations for all children to do so.
- All staff will use the script described above for refocusing children's behaviour
- All staff will know, and regularly reiterate, the school rules.
- As an additional measure to ensure consistency, behaviour incidents will be briefly discussed in TA, staff and SLT meetings to ensure all staff would have managed the situation in a similar way.

## **Higher Level Incidents**

There are some behaviours that, for the safety of all children and staff and to maintain the good order of the school, need a more immediate response than that described above. These are:

- Serious and deliberate rudeness
- Leaving the classroom or learning area without permission
- Deliberately and persistently upsetting another pupil by name-calling
- Bullying
- Aggressive behaviour
- Derogatory language
- Physically hurting another person
- Child on Child abuse (refer to Safeguarding Policy)
- Reported sexual harassment or sexual abuse (refer to Safeguarding Policy)
- Persistent offensive or abusive language
- Throwing objects to deliberately hurt
- Deliberately damaging property
- Discriminatory offence
- Complete persistent defiance
- Major/significant theft
- Bringing in or using offensive weapons
- Persistently reaching Stage 3 (daily)

Where this is the case, the response will be (usually in this order):

- Removing rest of class/group from room
- Remove objects
- Refer pupil to SLT/Safeguarding Team and/or SLT/Safeguarding Team to attend scene
- Parents called
- Sanction applied (preceded or followed by restorative conversation)
- Recorded on CPOMS.
- Supported learning outside of the classroom
- Begin graduated response (to include ABC Behaviour record from class staff)
- Lunchtime suspension
- Fixed term suspension

From time to time, it will be necessary for staff to challenge each other over the way a behaviour incident was managed. This is to be expected and encouraged amongst colleagues who are constantly striving to improve their individual practice. Where this is the case, it is expected that staff will do so in a professional and courteous manner and that these conversations should never happen in front of children.

## **Special Educational Needs and Disabilities**

As a school we recognise that some children may have Special Educational Needs and/or disabilities which may impact on their behaviour. The school will take this into consideration when working with the behaviour of children with SEND. Where this is the case, the Graduated Response process will be initiated, as described in the school's SEND Policy. Once the Graduated Response has been initiated, adjustments to rewards

and consequences will be agreed with parents at the first Structured Conversation. These will be reviewed regularly at subsequent Structured Conversations.

### **Positive Handling**

The school follows the Government Guidance on the 'Use of Reasonable Force'. We have members of staff who are Team Teach trained. Instances of Positive Handling are recorded in the 'Bound and Numbered Book'. In line with Team Teach recommendations, we would always seek to de-escalate a situation before using any force or restraint.

### **Child on Child Abuse**

***Sexual violence and sexual harassment between children:*** Sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Following any report of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5 and the school's Safeguarding Policy.

Following an allegation of sexual violence or sexual harassment, all victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimized.

As with all safeguarding matters, the designated safeguarding lead will be informed and make referrals into support services as appropriate.

### ***Physical Abuse between children:***

This may take the form of hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. This may include an online element which also facilitates, threatens and/or encourages physical abuse.

As children develop healthily, it is normal for them to display certain types of behaviours which can at times include inappropriate behaviour. Inappropriate behaviour should be recorded and addressed. It is important that all adults can identify if as behaviour has become harmful or abusive and respond proportionally to keep all children involved safe. If the evidence suggests that there was a deliberate intention to cause harm to the 'victim' then this should be regarded as abusive behaviour. If one child causes harm to another, this should not necessarily be dealt with as child-on-child abuse: bullying, fighting and harassment between children do not generally require multi-agency intervention. However, it may be appropriate to regard a child's behaviour as abusive within the contents of the points shown below:

- 1) What is the age and stage of the 'perpetrator'? Do they understand the consequences of their actions?
- 2) Is there evidence of pre-planning, as opposed to the behaviour being compulsive?
- 3) Is there an imbalance of power between the perpetrator and the victim e.g. size, age ability, development etc?
- 4) Are there any elements of victimization or discrimination towards the victim?
- 5) Has the perpetrator repeatedly tried to harm one or more children where there is no medical or developmental need which may result in the child acting without forethought?
- 6) Is there evidence that the perpetrator has continues to demonstrate physical behaviours towards others, even after they have been spoken to/or support given to address the behaviour?
- 7) What is the extent to which the victim has been affected by the behaviour?
- 8) Have there been any attempts by the perpetrator to keep the behaviours 'secret'?
- 9) Is there any evidence that the perpetrator has attempted to coerce others into hurting a child/children?

**Mobile phones** – children do not have their mobile phones with them during the school day. We understand that for older children who are walking to and from school alone, they carry their phones with them for their own safety, and these are stored securely for them once in school. School cannot take responsibility for mobile phones. Parents and Children are asked to sign a Home-School Agreement for mobile phones.

**Behaviour incidents online** – Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, incidents that occur online will affect the school culture. If this is the case, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

We expect the same standards of behaviour online as offline and would follow the same protocols in dealing with incidents. Behaviour issues online can be very difficult to manage given issues of anonymity and incidents occurring off the school premises. If an incident involves nude or semi-nude images, we would refer to additional guidance:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people).

### **Banned Items and Searches**

Some items are banned from the school premises for the safety of all members of the school community. If there is reasonable cause to suspect that one of these items has been carried into school, a paid member of staff has the right to search a child and their belongings. These items include:

Weapons (including knives)  
Alcohol  
Illegal drugs  
Stolen items  
Tobacco and vaping products, e.g. cigarettes  
Pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)  
Fireworks  
Anything that has been, or is likely to be, used to cause injury or commit an offence

If we have reason to believe that a child has a banned item, the child will be asked to leave the classroom with their belongings and parents will be called and asked to come into school to search the child's bag.

### **Responsibility for Behaviour**

It is the responsibility of all members of the school community to uphold the expectations of our school Behaviour Policy.

*SLT* – will write and review the policy and monitor its implementation and offer regular training to staff; they will ensure the policy is understood by all staff and is applied consistently and fairly.

*School Governors* – will agree the policy annually and liaise with eh SENCo regarding its effectiveness.

*Teachers* – will ensure that they are familiar with the policy, will implement it in their day to day practice and will attend regular training.

*Pupils and parents/carers* – will be familiar with the 'child friendly policy' and will support its implementation.

**Suspected criminal behaviour** – if staff suspect criminal behaviour, once a decision is made to report an incident to the police, school will ensure that any further action taken will not interfere with any police action taken. Please refer to Safeguarding Policy.

### **The Remit of this Policy**

This policy will apply on the school premises during the school day, on school visits, on journeys to and from school, at any time when wearing school uniform or identifiable as a pupil at the school in any other way. Sanctions will always apply when a child's behaviour has repercussions for the orderly running of the school, is a threat to another pupil or adversely affects the running of school. Sanctions will only be given on school premises and during school time.

Any behaviour instances reported to a member of the Senior Leadership or Safeguarding Team will be recorded on CPOMS. This will allow us to analyse any patterns of behaviour and to offer support as appropriate.

If incidents occur off the school premises and outside of school hours, parents/carers are responsible for this behaviour.

This policy should be read in conjunction with the following policies and documents:



- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.
- Special Educational Needs and Disabilities Policy
- Equality policies
- Child Protection and Safeguarding Policy
- Policy on positive handling and the use of reasonable force (Swindon Borough Council 2008)
- Keeping Children Safe in Education 2024

**DSL Team**

DSL – Mrs J Andrews (HT)

DDSL – Mrs J Crabbe (DHT)

DDSL – Mrs S Muir (SENDCo)

DDSL – Mrs H Jerram

Safeguarding Governor – Mr I Williams

# *Covingham Park*

## *Consequence Staircase*



Meeting With Parents /  
Carers



Refer to Head Teacher

Refer to Deputy Head  
Teacher



Refer to a Senior Leader



Miss part of playtime



Time Out in Partner Class



Thinking Time



Move in Class



Verbal Warning



# *Covingham Park*

## *Consequence Staircase*

### *Lunchtimes*

Senior MDSAs to monitor the incident book on a regular basis, and refer to step 4 for those children whose names occur regularly in the incident book.



Meeting With Parents / Carers



Speak to Head Teacher



Speak to Deputy Headteacher



Speak to Lower School or Upper School Leader



Report incident to senior MDSA. Incident recorded. Further time out



Time out



Verbal Warning

