

Behaviour Policy

Cornerstone Schools



Barton, East Cowton, Kirkby Fleetham and Ravensworth Church of England Schools

Document Status			
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Date of Policy Adoption by Governing Body November 2021		Signed	
Method of Communication (e.g Website, Noticeboard, etc) School Website			

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

At Cornerstone Schools we offer a safe, secure and caring environment where children can flourish as individuals. We believe that a child cannot learn effectively unless they feel secure, successful and happy. We are committed to helping all pupils develop socially acceptable attitudes, self-discipline and self-confidence, including the ability to accept responsibility for their own actions. Our vision statement 'Building Futures with Love' comes from the greatest commandment given by Jesus: 'Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love your neighbour as yourself.' So, each day we live out these commandments through our values of love, hope, courage and perseverance. We learn to love ourselves, each other, our community and our world and learn to grow as active, healthy and engaged citizens. We inspire all adults and children to aim high and reach their full potential.

We keep the school rules, or expectations of behaviour as simple and child friendly as we can to ensure everyone understands them. We expect children to show:



Love for ourselves



Love for each other



Love for The World

Rights

We believe all children have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way

All staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

We teach that responsibilities are linked to rights: all people in our school communities are responsible for their own behaviour. Nobody makes us behave badly; we choose how to respond. However, we accept that behaviour is not always driven by choice and where needed we will give differentiated support.

At Cornerstone Schools we believe that:

- **All children have a need for recognition and validation.** When children have relational support from adults and their positive qualities and behaviours are recognised, they will tend to act in accordance with how they see themselves.
- **Children learn to adapt and manage their emotions.** Learning appropriate behaviour is a task, just like learning to read or write and will be taught through effective modelling, positive reinforcement, and practise. Mistakes are part of the learning process - metacognitive strategies and growth mindset are used effectively. We view challenging behaviour as a form of communication that needs to be supported.
- **All adults learn strategies to support the children in their care.** Developing an understanding of why children behave as they do, maintaining a positive attitude to the child and his/her behaviour and learning effective strategies for managing that behaviour is a core requirement of all staff working with pupils across our schools. It is supported through our commitment to ongoing professional development for all staff including emotion coaching.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Relational support. We acknowledge that the most powerful reward can be felt within the positive relationships between an adult and child. To that end, in school we foster positive relationships across the whole school community based on respect, trust and love.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupil.
- Recording behaviour incidents (CPOMS)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Children should follow the School values:

- **Hope**
- **Courage**
- **Love**
- **Perseverance**

By showing love for themselves, each other, the community and the wider world and aim high to reach their full potential.

Children are supported to:

Manage their emotions effectively and develop strategies to support them to communicate with everyone in an appropriate, respectful way. This comes from the greatest commandment given by Jesus: 'Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love your neighbour as yourself.'

Develop resilience and fostering a love of learning.

To grow and flourish as active, healthy and engaged citizens.

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojos - collated into house teams
- Winning house team to have recognition during Collective Worship
- Special award for living out the school values
- Certificates
- Messages (verbal, via Class dojo, email, phone call) home to parents
- Whole school Dojo reward when reaching a milestone. (linked curriculum learning when possible)

Cornerstone Schools have a clear ladder of procedures regarding behaviour that does not follow our school values. Reasonable adjustments will always be made for children with additional needs.

- Look
- Verbal warning
- Move away from where they are working
- Five minutes off break – including resolution discussion with adult (emotion coaching)
- Miss a full break – including a resolution discussion (emotion coaching). (15 minutes).
- Contact with home
- The Headteacher is informed
- Exclusion internal/external



Schools with nursery provision will need to make adjustments for these children due to their age, where aspects of the policy are not appropriate

We acknowledge that some children have additional needs, which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion

Examples of this type of serious misbehaviour is:

- Repeated breaches of the school values
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or

semi-nude images and/or videos, or sharing of unwanted explicit content

- Deliberate destruction of property
- Deliberate theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Recording using CPOMS

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour and positive emotional management within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Zones of regulation will be embedded throughout everyday teaching practice
- Staff to use emotion coaching strategies when working with children
- Talk regularly about our school vision and values which link in with behaviour
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Children check in using the zones of regulation
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour and giving clear examples of what you appreciate
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Physical restraint

Wherever possible staff will endeavour to prevent a child from reaching crisis by using emotion coaching strategies and following their personal plan. Staff will always promote positive behaviour.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder/ disrupting the learning of others
- Hurting themselves or others
- Damaging property

Reasonable adjustments will always be made for children with additional needs..

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (CPOMS) and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in section 7) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Children moving to new schools (Year 6) have opportunity to meet their new teacher and visit their new school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff have been provided with training on managing behaviour as part of their induction process including emotion coaching and the use of zones of regulation.

Amy Crisp (SENCo) is available if staff feel that they need additional support in managing challenging behaviour.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

The headteacher and the Local Governing Body will review this behaviour policy biannually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying
- Child protection and safeguarding policy