



Cabot Primary School

Learn together, respect each other, achieve forever

Cabot Primary School

Behaviour

Policy

Date of approval: September 2024

Approved by: Principal

Review date: July 2025
Reviewed Sept 2025, next review Sept 2026



Introduction and aims

At Cabot Primary School, we live by our values of Partnership, Inclusion and Excellence. We are committed to empowering our children to be successful learners so they can access education feeling safe and happy. We continually promote an ethos where everyone feels safe and happy, which builds confidence and offers security.

Clear expectations are important and all members of staff must be proactive in requiring pupils to make good behaviour choices in class and elsewhere in our school.

This policy aims to:

- Secure a consistent approach to the maintenance of discipline throughout the school.
- Explain the roles and responsibilities of all stakeholders.
- Instil in pupils high standards of behaviour based on self-respect and respect for the rights of others and their environment.
- Outline the standards of behaviour that we expect, and the sanctions that we may apply if these standards are not upheld.
- Communicate clearly about how we keep pupils safe whilst at school.
- Explain our reward policy, and the support we provide to help children who are struggling to manage their behaviour.

Roles and responsibilities

Excalibur Trust

The Trust will oversee the behaviour policy of the school and monitor its effectiveness. The Trust will be informed of any fixed-term or permanent exclusions, as well as any complaints against the school's behaviour policy that have been made.

Principal

The Principal is responsible for reviewing this policy and ensuring that it is used in conjunction with the safeguarding policy to maintain a safe environment in the school. The principal will organise staff training and ensure that the guidelines in this policy are upheld on a daily basis in the school. The principal and the DSL are responsible for maintaining the positive handling records and the Principal for making final decisions on exclusions.

School leaders

Leaders will work together with staff to devise individualised approaches to support children who are demonstrating challenging behaviour or displaying high levels of emotional need. They will support other staff with guidance, training and resources to meet the needs of these pupils in the classroom, and they will ensure that these children receive 1:1 support where needed.

Staff

School staff will implement the behaviour policy consistently on a daily basis. They will model high standards of behaviour themselves and instil the principles of the guiding gems in their classrooms. They will share significant behaviour incidents with the inclusion team and record these on CPOMS (our online safeguarding system). They will provide a personalised approach to behaviour management for the children who need this.



Parents/Carers

Parents and carers are expected to support the school's behaviour policy and inform the school of any change at home that may affect their child's behaviour. They will discuss behavioural concerns with the class teacher promptly.

In addition, they will:

- Inform the school promptly of any absence.
- Ensure their child wears appropriate uniform to school.
- Attend family evenings and read correspondence from the school
- Provide a calm, quiet area for their child to complete homework, including reading.
- Treat all members of the school community with respect.

Pupils

Pupils are expected to:

- Wear correct school uniform
- Demonstrate positive learning behaviours in the classroom.
- Hand in completed homework on time.
- Follow the code of conduct including showing respect to all members of the school community.
- Look after the school building and resources.
- Attend school regularly and on time.
- Play sensibly during break and lunch times and move around the school calmly.

Expectations:

Our Code of Conduct is that all learners must at all times be:

Ready
Respectful
Safe

Unacceptable Behaviours:

At Cabot we agree that the following behaviours are unacceptable:

- Being rude and defiant towards adults and children
- Disruptive behaviour which stops other children from learning
- Disrespecting equipment and other's work
- Shouting and verbal and or physical aggression / fighting
- Spitting
- Swearing
- Racism, sexism and any form of discrimination
- Deliberately damaging displays or other children's work

Cabot's agreement:

We agree that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to manage their own behaviour and take responsibility for it.

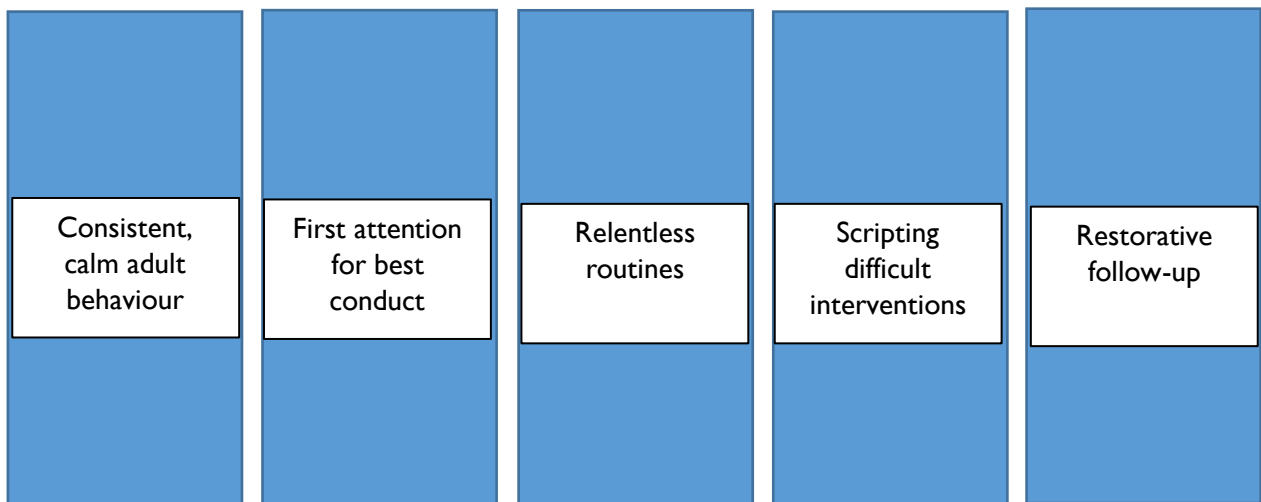


We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

We agree that it is essential that teachers and staff work hard to build their class community.

We agree that 100% consistency from all staff will ensure that this policy is effective.

We agree that adults must continually reflect their perspective, behaviours and attitudes to enforce this code of conduct – unconditional positive regard should be given to every child within the school. Behaviour must be seen as a form of communication and for some children is a response to trauma that they have experienced. Therefore, co-regulation and a nurturing approach is vital.



Consistent, calm adult behaviour

(non-negotiable and expected from every adult in school)

- Smile and greet the children.
- Find out what makes our children feel important, valued like they belong. Reward children for going 'over and above' expectations, not just simply meeting them.
- Use of countdown from 5 for attention.
- Use of marble jars to reward positive behaviour – ensure that the chink is heard.
- Use of House Points to reward the positive.
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise.
- Send positive notes/postcards/texts regularly.
- Show children their ideas and experiences have real value. **'Catch the good'**. Differentiate ways to celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
- You can never, ever give enough positive praise. Yes, it's hard work, but it makes us all feel very happy.
- Have fun with your children – make them feel loved and cared for by you.



- Ready, respectful, safe – should be a mantra, it should cascade through every sentence you speak.
- Always refer back to the school values – Partnership, Inclusion and Excellence.

Be relentless, be positive, if you forget, that's ok – try again tomorrow.

The 5 golden rules for adults to adhere to:

- Link the conduct behaviours to being ready, respectful, and safe and learning behaviours to our values and school rules. The difference is essential. ALWAYS CATCH THE GOOD and link to your class charter.
- Be clear and consistent.
- Have high expectations for all, social and learning behaviours, everyone hears the same message; do not over celebrate those children who need additional support to regulate, do not over reward and be consistent.
- Create an environment where doing well is possible for anyone; even the smallest of achievements.
- Use non-verbals and widgets; they are quiet, easy and adults work less; they are our universal language.

Relentless routines:

For our code to work and be successful, every adult must remember:

Language: simple, clear expectations reflected in all conversations about behaviour – Ready, Respectful and Safe.

Non-verbal cues: thumbs up, listening ears, pointing to classroom displays/cues to support.

Follow up: Adults taking responsibility for behaviour interventions, seeking support but never delegating.

Positive reinforcement: Routine procedures for encouraging and celebrating and rewarding - always follow through.

Consequences: Defined, agreed and applied – see *30 second intervention script*. Established structures for more serious behaviours.

Simple rules: Reference visual cues, interesting and creative signage. Refer to school rules and expectations.

Respect from adults: Even in the face of disrespectful learners. Demonstrate unconditional positive regard to all children.

Reinforced rituals and routines: For behaviour around school.

Environment: Consistent visual messages that echo our values. Have visuals showing your children behaving positively, written examples of what you expect. Keep your environment safe.

Celebrate: Be explicit with your expectations.

Rewards:



Children will be encouraged and positive decision making will be recognised:

Verbal praise

House points

Postcard Home

Text/Phone call home

Cabot certificate linked to values or Cabot C's given in our weekly celebration assembly (these may be linked to our value of the term or they may be bespoke to individual effort or achievement).

Top Table invite given in assembly and on Friday eating with a member of staff in the conservatory.

Asked to share work, discuss positive choices/actions with the Learning Mentor, SLT or a favoured member of staff. Work to be added to the Outstanding Effort display and remind the child to ask their adult to go to the office to ask for access into the school to see it.

Consequences:

Providing the class teacher has followed scripted conversations, interventions, gentle reminders and has been relentless in routines, we know there are times when children may find it challenging to be ready, respectful, safe and following the school rules. If teachers are confident that they have provided children with the chance to restore and learn from their choices, take responsibility and have clear, consistent instructions which they fully understand, staff can decide on an appropriate consequence.

Families/parents/carers **must** be informed about any inappropriate behaviours and notified about any decision made and any consequences. This must also be recorded on CPOMs.

	Consequence	Teachers to do	Children to know
1.	Short reflection time within the classroom	Supervise	Thinking time is powerful
2.	Class teacher to ring parents explaining what has happened	Teacher to call parents	Parent engagement and working as a team – we want the best for you
3.	Structured conversation with parents (this may involve a member of the Senior Leadership team)	Arrange a meeting with parents, plan conversation	It is now escalating and there are future consequences. Agree consequences at home

Pupils with additional needs

Staff understand that challenging behaviour is often the symptom of an underlying difficulty. We will always endeavour to view 'behaviour as communication' and will seek to identify what is troubling the child. We understand that some children have neurodevelopmental conditions such as ASD or ADHD that may cause difficulties in areas such as impulse control or anxiety. We also understand that children who have experienced ACES (Adverse Childhood Experiences) such as domestic abuse,



are more likely to have emotional and behavioural challenges. Staff have received training on early trauma and child protection. Our staff will look for signs in a child's behaviour or presentation that the child may be experiencing trauma or neglect, and will follow the school's safeguarding procedures, should a concern arise.

The school has a Learning Mentor, Mr Jade, who is available throughout the day to support children with emotional needs. He will work with children on a 1:1 or group basis, dependent on the type of support they need. He runs small group interventions with selected children and will also deliver targeted individual interventions. He can work in partnership with parents, carers, and external services.

We also provide 1:1 support from the Educational Psychology service for a select number of pupils. This is a higher level of support for children who are at risk of developing mental health difficulties and can address a range of issues such as anxiety. Referrals are made by the SENCO and are at the discretion of the school. The school may also liaise with other services such as CAMHS, Avon and Wiltshire Mental Health Partnership Trust, Early Years Team and Bristol Autism Service.

Children with exceptional behavioural needs

Cabot Primary School recognise that a small number of pupils experience exceptional challenge with managing their behaviour. Many of these pupils will have additional special educational needs. Under the Equality Act 2010, we recognise that we have a legal duty to prevent children with a protected characteristic from being at a disadvantage. Therefore, for these pupils, we understand that an individualised approach is sometimes necessary, and we will adapt our behaviour policy to accommodate this. Some of our strategies include:

- Keeping a record of their behaviour, including triggers and consequences, using the ABC chart. Staff will use the chart to look for ways to minimise triggers and take preventative action in the future.
- Writing an individual behaviour plan and/or risk assessment for that pupil.
- Considering if the pupil requires a 1:1 adult, or additional supervision.
- Looking for opportunities to build on the pupil's strengths and interests, so that the pupil can experience positivity during their day.
- Keeping as much consistency and structure to the pupil's day as possible, and planning for changes.
- Liaising with external services e.g. Educational Psychology, and opening a Team Around The Child (TAC) action plan with the family.

Internal Suspension, Fixed-Term Suspension and Permanent Exclusion

In rare cases, Cabot Primary School may decide that a child's behaviour meets the threshold for a suspension or exclusion. This will be the decision of the Principal (or in absence, the Vice Principals).

- Internal suspension: the pupil remains on school site but must be in a designated area that is not his/her classroom. The child will be supported by an adult and will be provided with work to do. This is not recorded on their attendance record, but parents will be informed.
- Fixed-term suspension: The school may suspend a child for fixed periods, up to a maximum of 45 days in a school year. During this time, the pupil must stay home and will be provided with schoolwork to complete. This will be recorded on their attendance record as an exclusion, and details of the exclusion will be sent to the Local Authority.



- Permanent exclusion: If the pupil contravenes the behaviour policy in a serious manner that places themselves or others at risk, the school may permanently exclude the pupil. Details of the exclusion will be sent to the Local Authority. Parents have a right of appeal.

Use of reasonable force

In rare circumstances, it may be necessary for school staff to use reasonable force to de-escalate a situation. 'Reasonable force' is a broad spectrum and could range from physically restraining a child engaged in a fight to guiding a child to safety with a hand on their arm.

Several of our staff are Team Teach trained, meaning they have been certified by a professional training organisation in the use of safe, physical de-escalation techniques and strategies. Reasonable force may need to be used if:

- a child was damaging school property.
- a child was at risk of harming another person e.g. attacking a staff member or engaged in a fight.
- a child was trying to exit an area when this could lead to danger e.g. attempting to run out of school or trying to reach another pupil that they wish to harm.
- a child is at risk of harming themselves through a physical outburst.
- behaviour is causing a risk e.g. disruption to a school event

. Physical restraint is always the last resort, used for the minimal amount of time necessary and seeks to maintain the dignity and safety of the child. It is never used as a punishment, and parents are always informed. All incidents of physical restraint are promptly recorded in a Bound and Numbered book, maintained by the Principal.

If a child requires physical restraint on more than one occasion, the school will consider writing a risk assessment and a behaviour plan. On rare occasions where a pupil is at risk of immediate harm without physical intervention (for example, if a child climbed to a height or attacked another pupil), a non-Team Teach trained member of staff may need to physically move a child to safety or use reasonable force. This is because school staff have a legal responsibility for the safety of all pupils on site and must take steps to ensure this happens. These incidents would also be recorded and parents would be informed.

Off-site and online behaviour

Unfortunately, pupils of Cabot Primary School may occasionally engage in undesirable behaviour when they are not on the school grounds, for example, anti-social behaviour at the local park, or sending hurtful messages to another pupil over social media. This behaviour can impact the school community.

Cabot Primary School reserve the right to investigate this behaviour and apply sanctions in the following circumstances:

- When the child is representing the school e.g. on a school trip, walking to/from school or wearing school uniform.
- When the behaviour could have repercussions for the safe running of the school e.g. if a threat has been made to damage school property.



- When the child poses a threat to a member of the school community or the public, including online behaviour.
- When the child's behaviour could harm the reputation of the school.

In these circumstances, sanctions may be applied on school premises, or off-site if the child is under the lawful control of a member of staff (e.g. on a school trip). Cabot Primary School may involve external services, such as the local PCSOs or Social Care, should we deem it to be appropriate. We will endeavour to involve parents when deciding on any consequences.

Allegations against staff and other pupils

Cabot Primary School takes all allegations seriously, and has a separate protocol to investigate them. If a child makes an allegation against a member of staff and the allegation is proven to be malicious or deliberately fabricated, the child will be disciplined in line with this policy. If a child makes an allegation against another pupil of sexual violence or sexual harassment and the allegation is proven to be malicious or deliberately fabricated, the child will also be disciplined in line with this policy. During the investigative period, Cabot Primary School may put additional safeguarding measures in place to protect both pupils, such as arranging use of a separate toilet. If an allegation has been found to be malicious or deliberately fabricated, the school will consider if the child who made the allegation needs additional support, and will consider a referral to social care, if appropriate. The school will consider the wellbeing of all staff and children accused of misconduct.

Power to search and confiscate

Cabot Primary School may search or screen pupils in line with the DfE's latest guidance on searching, screening and confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Any prohibited items found in a child's possession will be confiscated and not returned to the child. We will also confiscate any item that we determine to be a risk to the safe and orderly running of the school, such as a mobile phone that has not been handed in on request. We will confiscate knives, weapons, stolen items or any article we reasonably believe has been used to commit an offence. These items may be returned to a parent or carer after a discussion has taken place. Items that breach confidentiality protocols may be confiscated if the child brings them to school. This includes mobile phones and smart watches.

Staff training

All staff receive annual training on safeguarding and child protection, as well as regular updates throughout the school year. They are aware that changes in a child's behaviour or emotional presentation can sometimes be an indicator of an underlying safeguarding concern, and will share any changes they observe with the school's safeguarding team.

Teaching Assistants have received training on neurodevelopmental conditions such as ADHD and ASD, and the behaviours likely to be seen as a result of these conditions. They appreciate that every child is an individual and must be treated as such. Staff have also been trained in Adverse Childhood Experiences (ACES) and how to support children who have experienced these. Several of the school staff are Team Teach trained (see 'Use of reasonable force' section).



Individual behaviour support for children with additional needs is coordinated by the SENCOs, Fiona Rowley and Grace McDonald, and staff will receive additional training to meet the needs of specific children.

Legislative Guidance

This policy is based on advice from the Department of Education on:

- Behaviour in Schools guidance February 2024
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Keeping Children Safe in Education Sept 2024
- School suspensions and permanent exclusions
- Searching, screening and confiscation at school
- SEN Code of Practice 2014
- Supporting pupils with medical conditions at school 2014

Appendix I

Resources and guidance to support our Code of Conduct



Scripting conversation – a sharp intervention

- Removes 'magic' systems and bribes.
- Relationship management allows adults to become more skilled at defusing behaviour.
- 30 second conversations for one-to-one interventions for poor behaviour (see script).

1. Gentle approach, personal, non-threatening, side on, eye level or lower

2. State the behaviour that was observed and which rule was broken

You need to understand that every choice has a consequence and your behaviour is dangerous/disruptive.

Ask the child: *What rule have you broken? (Ready, Respectful or Safe)*

3. Tell the learner what the sanction is

If you choose to (insert desired behaviour), that would be fantastic.

If you choose not to, then this will happen... (consequence)

Immediately refer to previous good behaviour as a model for the desired behaviour.

Do you remember earlier today when you...? that's who I want to see now. I'll leave you to make your decision.

Follow with: *You are going to be brilliant. I believe you can be a success. I care about what happens.*

4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

5. Look around the room with a view to catch somebody following the rules.

A copy of this script can be kept in your classroom, readily available for all adults to use.



Restorative follow up

The roots of restorative practice are clearly embedded in restorative justice – as a way of repairing harm done to a community and the relationships within it. Restorative Practice has a much bolder system, it sets out to develop a sense of community and creates relationships between staff and children so that these can be translated within the wider community.

Restorative practice is not

1. What happened? Find this out quickly, gather the facts as quickly as possible.
2. Next we find out who is to blame.
3. We then work out the school rules that have been broken.
4. The we pick the punishment to the crime.
5. We then move on, thinking something has changed.
6. We repeat, over and over again

A restorative view, seeks to create a behaviour system which sets things out differently:

1. What happened element is designed to give everyone a voice, to share their perspective.
2. Next, we ask who has been affected and how?
3. We then look at the relationships that have been damaged by who and the impact on feelings.
4. We then draw together looking at the needs to happen and repair, look at how we move forward.

Restorative practice is a mindset; it is an interpersonal process. The focus is not the consequence, it is focusing on what needs to be fixed and restoring trust.

Restorative Practice is a non-negotiable at Cabot, it is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful:

- Preparation meeting – 5 minutes, see below.
- Should not be delegated to a colleague.
- Genuine conversation that re-chalks the line of acceptable behaviour and repairs damage.
- Discuss the poor behaviour or incident, not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours.
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for all adults to reinforce that there is no other place you would prefer the children to be.
- Avoid asking 'why?' as this implies that you have already made a judgment on the behaviour and is often a question that the children can't answer.



<p><u>Responding to those who have been harmed...</u></p> <ol style="list-style-type: none"> 1. What happened? 2. What were your thoughts? 3. How has this affected you? 4. What has been the hardest thing? 5. What do you think needs to happen now? 	<p><u>Responding to those with challenging behaviour (KS2)</u></p> <ol style="list-style-type: none"> 1. Can you tell me what happened? <i>(Neutral third person)</i> 2. What were you thinking about? <i>(Not here to judge or lay blame)</i> 3. Who has been affected? <i>(Avoid asking why)</i> 4. How do you think they feel now? <i>(Chance to consider empathy)</i> 5. What do you think needs to happen now? <i>(Chance to feel listened to)</i>
<p><u>Responding to those who have been harmed...</u></p> <ol style="list-style-type: none"> 6. What happened? 7. What were your thoughts? 8. How has this affected you? 9. What has been the hardest thing? 10. What do you think needs to happen now? 	<p><u>Responding to those with challenging behaviour (KS1)</u></p> <ol style="list-style-type: none"> 1. Can you tell me what happened? <i>(Neutral third person)</i> 2. What were you thinking about at the time? <i>(Not here to judge or lay blame)</i> 3. Who has been hurt? <i>(Avoid asking why)</i> 4. How do you think they felt at the time? <i>(Chance to consider empathy)</i> 5. What can you do to make things better? <i>(Chance to feel listened to)</i>

What happened?

This is an opportunity to model the empathy and respect we want our children to develop, the objective is for the pupil to feel understood and heard.

Listen (use facial gestures and body language, and small words e.g., 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)

Ask questions if necessary.

Check if you understand properly (do you mean...?)

If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

What were your thoughts?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. Feelings cards are useful for this card can be really helpful for this.

Suggest feelings and needs if necessary

Respond with empathetic body language and facial expressions.

What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any



existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next question.

Listen

Ask questions

Check understanding

Refer to respect as a value and this is how we show this.

Who else has been affected? What do you think might be feeling? Has this affected you?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

Listen

Provide sentence stems 'I think that xxx may be feeling xx because'

Ask questions

Make suggestions if necessary – perseverance

What have you learnt and what will you do differently next time? What needs to happen now?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they don't want to be friends, or they are bored in lessons and they have rejected all ideas, revert to empathy, and sympathise with the challenge.

Remember the aim of Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

Listen

Ask questions

Check understanding

Summarise

How can the damage be repaired? How can we fix it? How can we make it better?

THIS IS THE MOST IMPORTANT STEP IN RP! NOT TO BE MISSED!

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

You may need to give a selection of consequences or agree them together:



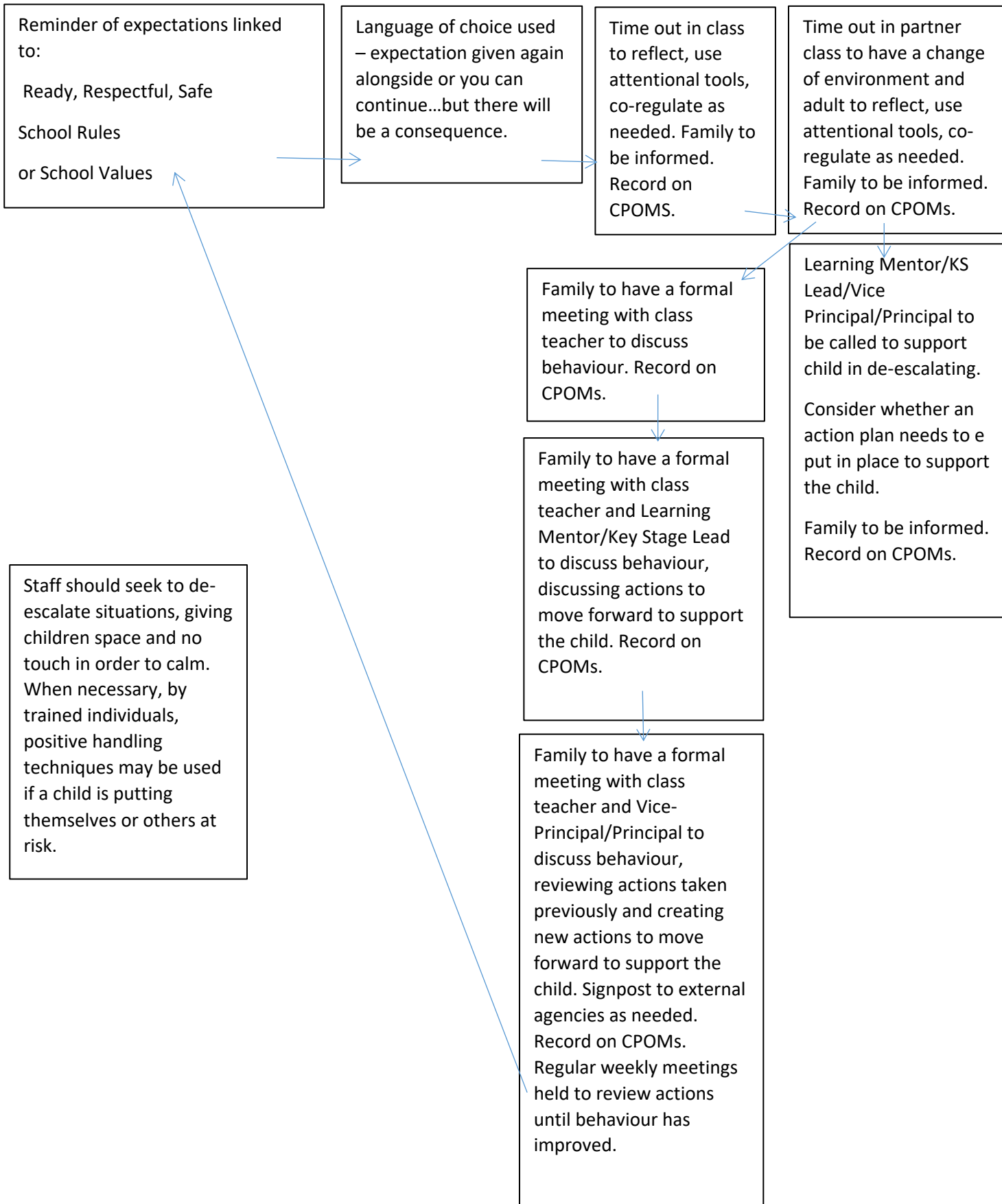
You need to refer to the behaviour Code of Conduct and be aware of the graduated consequences.

1. Repair the relationships, fix anything broken.
2. Letter or apology card.
3. Phone call home explaining to parents.
4. Missed supervised playtime in order to reflect.

The consequence should be agreed and fair.



Appendix 2





Appendix 3

Adverse Childhood Experiences:

Research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of mental health problems and other problems in later life (Early Intervention Foundation, February 2020). The likelihood of ACEs impacting future health is different in every individual and depends on a variety of factors, most particularly, levels of resilience.

The 10 ACEs are:

Physical Abuse

Sexual Abuse

Psychological Abuse

Physical Neglect

Psychological Neglect

Witnessing Domestic Violence

Having a Close Family Member who Misused Drugs or Alcohol

Have a Close Family Member with Mental Health Problems

Have a Close Family Member who Serviced Time in Prison

Parental Separation or Divorce on Account of Relationship Breakdown

Research has also explored what the mitigatory benefits may be if interventions are implemented for those people who have experienced adverse childhood experiences – how might we build greater resilience? Protective and Compensatory Experiences (PACEs) are experiences which buffer trauma and stress. A number of protective and compensatory experiences have been identified through research that can reduce the harmful impact of ACEs. These are:

- Unconditional love
- Connectedness
- Community engagement
- Security: order and predictability
- Mastery/self-efficacy.



Appendix 4

Zones of Regulation

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive