



**UNIVERSITY OF  
CAMBRIDGE  
PRIMARY SCHOOL**

# Behaviour Policy

Approved by  
James Biddulph in discussion with Education Committee and  
Governors' Statement of Behaviour Principles

Last reviewed on  
June 2022

Next review due  
June 2024



*This policy should be read in conjunction with our governors' statement of behaviour principles, safeguarding policy, child protection policy, exclusion policy, SEN(D) policy, Teaching and Learning Policy and Equality policy.*

## 1. Purpose and aims:

- 1.1.** Excellent behaviour in school is vital in helping all children to learn and do their very best. A calm, safe and supportive culture is important for children to thrive. We have the highest expectations for all children. We expect them to follow our school values and Golden Agreements. We consider helping children to have excellent attitudes to learning and behaviour to be a partnership between school and parents/carers. As an inclusive school, we make reasonable adjustments for children with special needs. Our aim in this policy is to set expectations, explain rewards and appropriate consequences.
- 1.2.** All of our behaviour work is based on our 5 core values. Our values are: Empathy, Respect, Trust, Courage and Gratitude.

## 2. School systems and defining behaviour

- 2.1. Teaching for behaviour:** We do not expect children to naturally know how to behave in positive values-led ways. We need to teach them explicitly (through our curriculum) and implicitly (in the way we engage with children as adults in their lives).
- 2.2. Golden Agreements:** We have 5 Golden Agreements, which are our school 'rules' to define how we expect children. These are:
- 1. Be kind, helpful and gentle: think of others**
  - 2. Be respectful: listen and act respectfully, use good manners**
  - 3. Be honest and responsible: think before you act, tell the truth**
  - 4. Be safe: care for people and property**
  - 5. Be courageous: Learn Brilliantly! Be surprised by what you can achieve!**
- 2.3. Rewarding behaviour:** we reward children when they have met our golden agreements, to show recognition and help motivate children for their efforts. We specifically draw attention to our golden agreements and tell children what behaviours were seen that resulted in a reward.

<b>When children behave well</b>	<b>Reward</b>
Bronze	Involves class celebration of achievement
Silver	Involves the child going to another class to celebrate their achievement
Gold	Involves the child going to the senior and executive leadership team to celebrate their achievement and receive a golden certificate to take home.
Compassionate Awards	These are special awards for children who have been consistently living the values of the school. A certificate and badge is given
Golden Compassionate Badges	These are awarded by the Executive Headteacher for outstanding achievement in meeting our golden agreements. All adults in school can suggest children who are demonstrating this standard.

2.4. **Consequences for poor behaviour:** a shared understanding of how we manage poor behaviour is essential to maintain high expectations and maximise learning opportunities. Consequences must be educational so that children learn what is expected and how to improve their behaviour (for example, if a child throws coats on the floor, they will spend some of their time tidying the classroom; writing lines 'I must not throw the coats' is not educational). If children do not meet our golden agreements, the following will apply.

When children behave poorly	Consequence
Reminder	The child is reminded about the golden agreements and the adult will explicitly tell them what they need to do to improve.
Reflection	The child leaves the main learning space to reflect on their behaviour. They complete a reflection sheet appropriate to their age (see Appendix 1).
Restart	<p>The child is taken to the senior or executive leadership team where their behaviour is discussed. Next steps for improving behaviour and restorative measures are agreed and expectations are reset.</p> <p>This stage may involve contacting parents/carers. We exercise our professional judgement about informing parents and will do so to gain support from families to improve behaviours. An Independence Plan may be introduced to support children.</p>
Persistent low-level disruption	If a child continues to engage in disruptive behaviours over a period, the class teacher will contact parents/carers. We value learning too highly to allow low level disruption to persist. An Individual Independence Plan may be introduced to support children.
Physically aggressive behaviour	<p>The child is taken to the senior or executive leadership team where their behaviour is discussed. All children involved in the incident will be heard. Next steps for improving behaviour and restorative measures are agreed and expectations are reset.</p> <p>This stage <b>will</b> involve contacting parents/carers; this will be done only once all sides have been heard.</p> <p>An Individual Independence Plan may be introduced to support children.</p>
Playground behaviour	Children's play is important. We know that sometimes children will have disagreements and fall out with one another. Incidents that involve physical or verbal unkindness are dealt with initially by the adults outside. They write an incident form and a copy is given to the class teacher and Associate Headteacher (for their information).
Bullying	Please refer to the Anti-Bullying policy. See Appendix 2

Child on child sexual harassment	Please refer to the Safeguarding and Child Protection Policy. We do not tolerate any form of harassment. All adults in school will challenge all inappropriate language, attitudes and behaviour. These will be recorded and shared with DSLs.
Prejudice related incidents (dealing with protected characteristics but mainly related to gender, racism and homophobia)	Please refer to the Anti-Bullying policy. All adults in school will challenge all inappropriate language, attitudes and behaviour. All incidents are reported to governors and the Local Authority.
Social Consequences	There may be times when physically aggressive or low level disruption requires a period of time away from other children. This is a social consequence and may include having playtime and lunchtime away from friends and/or continuing their learning away from the class. This is a restorative measure, to give respite to all involved and a cooling down period. Parents will be contacted if a social consequence is given. This is not a punishment but a reasonable measure to set higher expectations and standards of behaviour.  This is not a suspension or exclusion.

- 2.5. **Special Educational Needs:** we make reasonable adjustments to our approach depending on individual children’s special needs, their age and ability to make sense of their behaviour. For example, children who have suffered considerable trauma in their young lives will find it more difficult to understand and adhere to the social expectations set in this policy. Individual Independence Plans should target particular behaviour with risk mitigation and educational strategies in place to support change in behaviour.
- 2.6. **Suspension:** as a last resort, the school can suspend children for consistently poor behaviour or one-off but physically aggression. It is a signal that such behaviour is unacceptable. Any decision to suspend can only be made by the Executive Headteacher or Associate Headteacher in his absence. A suspension can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher’s duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- 2.7. **Exclusion:** management of exclusion is covered in the Exclusion Policy.
- 2.8. **Behaviour outside school:** the Executive Headteacher has the authority to implement this policy even when children are outside school. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school’s wider legal duties); reasonable; fair; and proportionate.

### 3. Leadership and management of behaviour

3.1. The school leadership team routinely engage with children, parents/carers and the team in setting and maintaining the behaviour culture in the school. All adults are responsible for children's behaviour. There are differing roles as set out below:

Who	Responsibility and accountability
Class teacher	Responsibilities and accountabilities are defined within the Teachers Standards and People Strategy. Teachers follow this policy and the expectations of planning, engagement and high expectations as set out in the Teaching and Learning Policy. Class teachers are responsible to teach and reinforce behaviours that are expected for all children, making reasonable adjustments for those with SEND and who are particularly vulnerable. They implement agreed school routines.
Learning Coaches	Learning coaches follow this policy and ensure all incident records are completed in detail and reported to Associate Headteacher and class teacher. They work closely with the class teacher and Inclusion Team to support children with SEND and who are particularly vulnerable. They also act as mentors to support children who struggle.
Senior Leaders	Any ongoing poor behaviour that needs further attention will be addressed by the Senior leaders following attempts by class teachers to resolve behavioural issues. They will meet with families of children involved to agree next steps.
Inclusion Team (SENDCo, Senior Leader for Behaviour and Pastoral and Director of Inclusion and Community)	The team will be involved with children who have SEND or are vulnerable. The Senior leader for Pastoral and Behaviour has a specific role in monitoring and reporting behavioural patterns across the school, independence plans, identifying support and next steps.
Associate Headteacher Executive Headteacher	The Associate Headteacher and Executive Headteacher deal with the most challenging behaviour. Only the EHT has authority to suspend or exclude a child. This can be delegated and managed by the AHT in their absence.

### 4. Induction, development and support

4.1. All members of the team have induction into behaviour management. All members receive regular updates via Memo, briefings and PD sessions (as needed). The Inclusion team are available to support teachers and learning coaches as needed. The People Strategy sets out how leaders quality assure the implementation of this policy and report to governors

## 5. Transitions

5.1. **Mid-year Transitions to our school:** Children joining our school will be inducted into our golden agreements. They will typically meet with a senior leader on joining the school who will explain the system. The system will also be explained to parents/carers and agreement about the partnership between home and school made clear.

5.2. **Supporting transition to secondary school:** In Year 5 and 6 are expected to take more personal responsibility. We have reviewed the behaviour policies of several local secondary schools to ensure there is a coherent transition from our values-led approach to the expectations set in secondary schools. We ask that parents/carers support these transitions which will help children in their next steps. We ask that parents support their children to be more independent (e.g. if your child has forgotten their PE kit, it is more of a learning opportunity for them to understand the consequences of their disorganisation, rather than a parent returning home to collect the kit and bring it to school)

5.2.1. **Uniform:** children who do not wear the correct uniform will be sent to senior or executive leaders unless there is a reasonable reason. Continued incorrect dress will result in a formal restart. Parents may be contacted.

5.2.2. **Organisation:** children should bring in their PE kits and be prepared for lessons. Children read the weekly blog and action as needed. Continued disorganisation will be followed up with a conversation with the class teacher. Continued disorganisation will result in restart with senior and executive leaders.

5.2.3. **Homework:** non completion of homework or other set tasks (on the Blogs) will be followed up with a conversation with the class teacher. Children who do not complete tasks may have to use their lunch time in catching up.

5.2.4. **Punctuality:** children in Year 5 and 6 have more control over their time at home. They are more capable to control if they are on time or late. More than one lateness will involve losing playtime to catch up on lost learning. This will be monitored by senior leaders.

## 6. Physical Handling

6.1. Within the contexts of a strong and vigilant safeguarding culture, we believe that young children are tactile and need physical touch to show kindness, care and support. All physical touch should be within the expectations set out in the safeguarding policies: appropriate to the context of the situation, not alone (e.g. never behind closed doors) and time bound (e.g. extended holding hands in the playground is not time bound).

6.2. Adults support children through appropriate physical handling and touch (e.g. guiding children, congratulating a child with a pat on the back, giving a hug when initiated by a child and quickly ending the hug, helping a child in the transition from home to school by guiding them away from their parent/carer). This is not an exhaustive list of examples.

6.3. Physical intervention when a child is presenting with difficult behaviour is covered in the Physical Handling policy.

**7. Banned Items:** The following items are not allowed:

- Mobile phones (unless written consent from parents/carers of children in Year 6; mobiles will be put in teacher cupboards; the school takes no liability for loss or damage)
- Smart watches
- Sweets
- Toys (playing cards are allowed)

# Appendix 1: Reflection Form



Name: \_\_\_\_\_

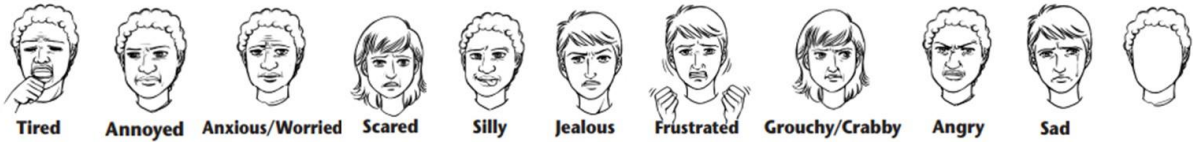
Date: \_\_\_\_\_

## REFLECTION

*I am reflecting on showing:*

<input type="checkbox"/> RESPECT Not following instructions	<input type="checkbox"/> KINDNESS Doing something unkind	<input type="checkbox"/> SAFE Doing something unsafe	<input type="checkbox"/> COURAGE Not trying my best	<input type="checkbox"/> HONESTY Not being honest
<input type="checkbox"/> RESPECT Stopping other children's learning	<input type="checkbox"/> KINDESS, SAFETY, RESPECT Playground behaviour	<input type="checkbox"/> OTHER _____		

*How was I feeling?*



*How did my behaviour break the golden agreements? (draw or write)*

*What will I do differently next time? (draw or write)*



## Appendix 2: Defining Behaviours

We note that there are different types of behaviour:

Therapeutically, there are two types of anti-social behaviour: difficult and dangerous. Both of these types of behaviours are managed most effectively when managed consistently by all.

### Dangerous Behaviour

We do not accept violent behaviour in our school. When a child's behaviour becomes dangerous, steps will be taken to:

- Reduce the risk of danger for the other children in school - this could mean using intervention to remove the child in crisis or removing the other children from the area.
- Understand what it was that caused the child to go into crisis once the crisis has de-escalated – a child in crisis cannot cognitively process the how and the why.
- Find ways through to effectively and quickly manage a child's behaviour to minimise the likelihood of repeated crisis – this may require a fixed term exclusion in order for school to create a safety plan.

In times of crisis, all adults involved will respond with a consistent approach as laid out in the therapeutic behaviour training staff have received. Senior or Executive Leaders will be informed and become involved. Both sets of parents (child in crisis and other children involved) will be contacted and informed. SLT will refer to the exclusion policy as necessary.

### Difficult behaviour

Behaviour that is not dangerous but is still anti-social is defined as difficult. Low level, difficult behaviour is managed by following golden agreement process above. All adults involved will follow a PACE approach to reducing the risks of escalation.

**P:** playful engagement to distract and re-direct attention for the escalating child

**A:** accepting the behaviour and not escalating further

**C:** curiously enquire what it was that made the child feel that way so caused them distress/anxiety

**E:** empathise with the child and support them to empathise about the impact of their behaviour

### Behaviour can be:

**Rude:** when something happens that is not desirable and no apology is offered or given.

**What we do:** when a circumstance like this is brought to our attention, we discuss with those involved and discuss how all parties feel. Our key questions we use is "how can we make this situation better?" Often an apology is enough for children in this situation to move on, forgive and forget. Parents will not be informed in these situations as children have the right to have a disagreement and for it to be solved before home time. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

**Mean:** when something happens that is not desirable on more than one occasion, no apology is offered.

**What we do:** when a circumstance like this is brought to our attention, we discuss with those involved and discuss how all parties feel. We highlight that the repeated nature is hurtful. Our key questions we use is "how can we make this situation better?" We coach children in thinking of ways to make this situation better in a restorative justice approach. Past examples have been writing

letters of apology, writing rules for the game that both children agree upon. Parents of those involved in repeated instances will be informed and the agreed restorative action will be communicated. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

**Rough play:** rough play is not necessarily mean or bullying. Rough play is play that has got out of hand and children involved will need support and teaching how to play more appropriately.

**What we do:** Children involved will be spoken with and expectations managed. Often children want to see punishments given in order to feel that justice has been served. Our approach supports children in seeing situations for what they are and what is proportionate in response. Parents will not be informed of one incident of rough play – unless there is injury (in this case we follow our first aid policy). If rough play persists, we will then inform parents and ask for their support in communicating the same message at home. We work on the principle that every day is a new day and that past behaviour is not used or held against any child.

**Bullying:** We use the Anti-Bullying Alliance definition of bullying to determine the difference between unkind or one-off physical behaviours and repetitive behaviours: ***Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*** There are other types of anti-social behaviour which include: verbal (e.g. unkind words), and physical (e.g. pushing, hitting, punching). These alone do not surmount to bullying.

**What we do:** We follow the Anti-Bullying policy.

*The list is not exhaustive.*

**Appendix 3 – playtime behaviour incident record form**

Behaviour Incident Record

<b>Injured Party</b>	
Pupil's name:	Class:
Time:	Staff member:
<input type="radio"/> First aid required (refer to first aid book) <input type="radio"/> CP issue (refer to CP Green Form)	
<b>Children involved</b>	
<b>Behaviours</b> <input type="radio"/> Play fighting <input type="radio"/> Property damage <input type="radio"/> Inappropriate behaviour <input type="radio"/> Throwing objects <input type="radio"/> Swearing <input type="radio"/> Name calling <input type="radio"/> Violence <input type="radio"/> provoked <input type="radio"/> unprovoked	<input type="radio"/> Racism <input type="radio"/> Defiance/rudeness <input type="radio"/> Excluding/ignoring <input type="radio"/> Absconding <input type="radio"/> Unsafe behaviour <input type="radio"/> Teasing <input type="radio"/> Homophobic abuse
<b>Brief summary of event</b>	
Who, what, when, where and why.	
<b>Possible motivation. Any other issues.</b>	
Consequences, if any?	
Staff signature:	Date:

Please ensure a photocopy is given to the class teacher and Headmaster.

#### **Appendix 4 – procedure for responding to a missing child/child who has run away**

The purpose of this appendix is to support our people in locating any missing child quickly and provide guidance on how to minimise risk and respond accordingly to any child who goes missing throughout the school day. To mitigate running off site school is protected by locked gates, security entry system. As part of the curriculum children are taught how to keep themselves safe; dangers of traffic and stranger awareness. Children are taught they are not allowed to leave the school site unless supervised. However, from some children with additional needs leaving school site is a response to distress or symptomatic of crisis.

#### **'Missing' Definition:**

When a child's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

#### **Is the child at significant risk?**

A child missing during schools hours is prioritised as at significant risk.

The risk posed is immediate and there are substantial grounds for believing that the public is in danger. · There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.) Other contributory factors should be taken into consideration when determining if the child is at significant risk, for example;

Have there been past concerns about this child and family which together with the sudden disappearance are worrying?

- Is there any known history of drug or alcohol dependency within the family?
- Is there any known history of domestic violence?
- Is there concern about the parent/carer's ability to protect the child from harm?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

#### **Procedure:**

Once a child is identified as missing by any member of team, the following steps must be followed:

- Inform the most senior member of the team who is on site and as soon as possible the Executive Headteacher if he is not on site.
- Inform the Designated Safeguarding Lead.

- Make every effort to locate the child by searching the school site.
- In pairs, to search the locality. In this instance, colleagues should carry their mobile phones and have the contact number of the Associate and Executive Headteacher.
- DSL and most senior member of the team to assess the vulnerability of the child
- Contact parents to say the child has gone missing
- Call the police.
- We will use our professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the Police.
- A record of decision making will be documented and reported to the Executive Leadership Team.

### **Notifying the Police**

The information required by the Police to assist in locating and returning the child to a safe environment is as follows:

- The child's name/s; date of birth; status (for example looked after child);
- responsible authority;
- Where and when they went missing;
- Previous missing episodes and where they went;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates:
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

**Option 1** – if the child returns before the police have arrived then the police must be informed and own school procedures need to be followed.

**Option 2** - if the child returns to school of their own volition, then the police must be informed and own school procedures need to be followed. After event, a serious incident report will be completed

**Option 3** - if the police locate the child and bring them back to the school the police will conduct the safe and well interview and the school will follow school procedure. Where a child has a known risk of being missing, a risk assessment for the child will be written and put in to place. After event, a serious incident report will be completed