



# Behaviour Policy

## Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:  
Helen Daniels

Date updated: September 2025  
Date of next review: October 2026

This policy will be reviewed annually.

## 1 Roles and responsibilities

### The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles – see separate information on website + Appendix A

### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix A). 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:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when necessary

### Parents

Parents are expected to:

- Reinforce the school's expectations with their child(ren)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 2 Active ingredients of our behaviour strategy

There are a number of concepts and behaviours that are central to our work on ensuring a calm and purposeful atmosphere:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Relentless routines, taught and practised
- Enable success because success breeds motivation

## 3 School rules and expected behaviour

In order for Cookham Rise to have a calm and purposeful atmosphere, we have three rules:

- Be ready
- Be respectful
- Be safe

We believe that children's understanding of these rules will grow through repeated reinforcement of them e.g. 'Please walk, don't run. Remember that is our rule about being safe.'

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Come to school on time.	Greet adults politely when we arrive each morning.	Move calmly around the school and outside.
Look at and listen to the person talking.	Thank the adults that we work with at the end of the day when we leave.	Use equipment properly.
Follow instructions the first time.	Pick up after ourselves and others.	Look after our school by keeping it tidy.
Start work straight away.		Kind hands and feet.

<p>Wear the correct uniform.</p> <p>Line up promptly.</p> <p>Come to school with the correct equipment.</p>	<p>Do things for others because it feels good.</p> <p>Work hard in lessons.</p> <p>Notice when others have done something for me.</p> <p>Hold doors open.</p> <p>Win or lose gracefully.</p>	<p>Tell an adult if something is wrong.</p> <p>Play only in the places allowed.</p> <p>Use technology responsibly.</p> <p>Wash hands regularly.</p> <p>Catch and bin coughs and sneezes.</p>
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#### 4 Setting and maintaining social norms

Good behaviour is taught, not told so adults teach children how to behave. We use routines, rewards and sanctions to encourage children to do the right thing. Adults will, appropriate to children's age and understanding:

- Explain clearly what you expect, provide examples and model it.
- Tell them why good behaviour is important and get them to explain it to each other and the group.
- Narrate positive recognition for children doing the right thing.
- Frame instructions using positive language.
- Gain attention, pause, then give an instruction.
- Only talk when the group is silent and looking at you.
- Have a signal for silence – usually a hand up as used in RWI
- Stand still to speak and give good eye contact.
- Explain expectations before they follow an instruction.
- Break expectations into small chunks and provide lots of practice
- Arrange furniture with a clear purpose.
- Have a lining up order and instruct line leaders to stop at given points.
- Keep expectations at all times – don't ease off.
- Reboot expectations regularly.

They will also:

- Avoid asking 'why' questions when dealing with misbehaviour.
- Use partial agreement (maybe, but) to stop conversations going off on a tangent.
- Draw attention to the majority meeting expectations rather than the minority not doing so.
- Give conditional permission when children ask to do something *When you have started your work, then I can come over and help you.*

#### 5 Creating a feeling of belonging

What adults say to children and about children makes them feel like they belong:

- Highlight interests and experiences you and children have in common.
- Narrate how lucky children are to have adults that care about them to hold them to high standards.
- Show kindness as the default in every situation.
- Show a genuine interest in children's lives.
- Emphasise the similarities, shared values and common identity between children.
- Narrate what makes Cookham Rise special regularly.
- Narrate a child's value to the group.
- Tell children that they belong to the group.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.

- Encourage children to take joy in the success of others and to appreciate their hard work.
- Encourage humility in success.
- Encourage children to see their peers' points of view.

Adults set tasks for children that bring a group together as a team:

- Children greet teachers politely each morning / first time they see them.
- Children thank teachers at the end of each day.
- Show kindness as the default in every situation.
- Get children to think / write / talk about values important to them.

## **6 Enabling success**

Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Give positive recognition.
- Provide lots of practice.
- Explain why the work is important.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc).
- Explain that they were successful because of their own efforts.
- Provide clear explanations and modelling.
- Give short, clear instructions
- Have a clear outcome in mind.
- Show an example of what excellence looks like.
- Give timely and useful feedback.
- Provide scaffolds.
- Prevent disruption.
- Break tasks into small steps.
- Make it easy to start the work.

## **7 Expectations of adults**

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so we:

- expect that through good teaching, well constructed tasks that are scaffolded where appropriate, and given time, all children can learn age related content;
- expect that all children will attempt work independently,
- ensure that TAs do not sit with the same child or group of children each lesson; instead TAs are deployed to children or groups of children based on needs in each individual lesson
- do not label children or groups of children by their perceived ability

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we influence children's moods to be more positive and
- we invest time in building trust and relationships with all children.

## **8 Recognising positive behaviour**

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents or granting privileges and are aware that extrinsic rewards can sometimes distract from learning and use them with professional judgement.

We use positive recognition and attention to encourage the behaviours that we expect from children. Other ways that adults reinforce positive behaviour include (appropriate to children's age and understanding):

- Telling parents,

- Taking the child to other staff to celebrate success,
- Receiving an 'Over and Above' certificate
- Taking a positive note home
- Taking the child to the DHT or HT

## 9 Responding to inappropriate behaviour as a teaching opportunity

Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to whoever is speaking Interrupting others Distracting others from working	Swearing Insulting others Bullying Defiance Violence

Any sanction that is applied by adults are done so with the goal that it will make the inappropriate behaviour less likely to recur. Sanctions are applied in the following way:

### Low level, one off disruption – adults might:

- Use non-verbal cues to avoid disruption to flow.
- Express private, firm disapproval.
- Reset expectations and set a target for a desirable behaviour.
- Allow take up time

### Low level, repeated disruption – adults might:

- Give a time out within the classroom / move their seat.
- Give a closed choice: You can either get on with your work now or you can finish at break time.
- Keep them back briefly at break / lunch to reset expectations.
- Reset expectations in front of parents, supported by another member of staff if appropriate

### Low level, persistent disruption – adults might:

- Give a time out in the DHT/HT office during lessons or at lunchtime in 'Reflection'
- Meet formally with parents, supported by DHT/HT as appropriate

**Senior leaders might** set an internal exclusion if appropriate.

### Serious incident – adults will:

- Ensure that everyone is safe and send for DHT or HT.

#### Senior leaders will:

- Remove the child from the classroom / playground.
- Call parents into school to inform them and reset expectations (HT and DHT and teacher together).
- Organise for a child to have time in Reflection

**HT/DHT might** set an internal exclusion, a suspension or a permanent exclusion (PX) if appropriate.

## 10 Restorative conversations

We understand that children will, at times, make poor choices and our restorative approach gives children the opportunity to learn from these. Therefore, following an incident, the adult involved will have a restorative conversation with the child based around 5 key questions:

1. What happened?
2. Who has been affected?

3. What were you thinking or feeling?
4. What needs to happen to put things right?
5. Next time I will ...
6. How do you feel now?

To support these conversations each class has a 'widget book'.

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

### **11 Reasonable adjustments**

Where a child has a mental health condition that amounts to a disability and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

### **12 Right to search a pupil**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. As there are currently no male members of staff in the school this would need to be with at least another member of staff present. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury,
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

## **Behaviour outside of school**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

## **Suspension and Exclusion**

### ***Internal exclusion***

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low level behaviour or a serious incident. The HT or DHT will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

### ***Suspension***

Suspension from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.

The purpose of suspension may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be suspended for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the suspension and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is suspended. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

### ***Permanent exclusion***

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they

wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

### ***Notifying appropriate bodies regarding exclusions***

The Headteacher must, without delay, notify the governing board and the local authority of:

- a permanent exclusion (including where a suspension is made permanent);
- suspensions which would result in the pupil being suspended for more than five school days (or more than ten lunchtimes) in a term; and
- suspensions which would result in the pupil missing a public examination or national curriculum test.

The governing board has a duty to consider parents' representations about a suspension or exclusion. The requirements on a governing board to consider an exclusion depend upon a number of factors. The governing board must consider the reinstatement of an suspended or excluded pupil within 15 school days of receiving notice of the suspension or exclusion if:

- the exclusion is permanent;
- it is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

### **Record keeping**

Class teachers keep records of inappropriate behaviour as necessary. Where children spend time in Reflection this is recorded along with the reason they were there (see Appendix B) and any follow up if necessary. Senior leaders maintain records of internal exclusions, suspensions and permanent exclusions to analyse patterns.

### **Home-school agreement**

We believe in an effective and meaningful partnership between home and school. Therefore we,

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

## Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. They understand that we sum this up through Ready / Respectful / Safe;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX B

**Surname:**

**Forename:**

**Class:**

**Adult Authorising Behaviour Notice:**

**Date:**

**Issue:** *please tick*

<b>P</b>	<b>10 minutes in Reflection Room</b>
	Lack of respect
	Name-calling

<b>P</b>	<b>20 minutes in Reflection Room</b>
	Persistent failure to complete work (children could bring unfinished work with them to the Reflection Room)
	Persistent disruption in class
	Swearing

<b>P</b>	<b>30 minutes in Reflection Room</b>
	Fighting
	Hurting another child
	Threatening behaviour
	Theft
	Discrimination (including – but not exclusively – racism, sexism, prejudice based on religion and homophobia)
	Deliberate vandalism of school property

**Any further notes from staff**

Incidents of a more serious nature will be dealt with as appropriate and through discussion with the relevant staff and as well as parents.