

CEDAR HALL SCHOOL



Behaviour Policy

Last reviewed on: 16th May 2023

Next review due by: May 2025

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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 managing behaviours, including **rewards and sanctions**

TPP:

At Cedar Hall we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

As a school we endeavour to make sure that these values run through all the policies and practice.

2. 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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- 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)
 - Inappropriate use of social media that impacts negatively on others

4. 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
Racial	Racial taunts, graffiti, gestures
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

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

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles annually (appendix 1).

The Governing Body will also review the Behaviour Policy annually in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation and effectiveness.

5.2 The headteacher

The headteacher is responsible for reviewing the Behaviour Policy annually in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1).

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.

5.3 Staff

We maintain a mutually supportive environment for all members of the school community. There is a tradition of using peer support in all areas of the school environment. This is particularly helpful when a member of staff is dealing with a severe behaviour problem. All aspects of behaviour (positive and negative) are consistently under review in an attempt to make the school a safer, happier and friendlier place where good quality teaching and learning can take place. Training on behaviour issues is available for all staff and behaviour management is often on the agenda at general school staff meetings and department meetings.

Staff development includes the opportunity for regular appraisal and analysis of teachers' classroom management performance.

Many of the staff are Essex Steps 'Step on trained which is a holistic approach that aims to divert, diffuse and de-escalate challenging behaviour. A couple of staff have completed the further Step-Up training that allows for positive handling in extreme situations e.g. to stop a pupil self-harming. For more detailed information relating to physical contact with pupils please refer to the Physical Contact with Children Policy.

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 (see appendix 3 for a behaviour log)

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

5.4 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. Cedar Hall operates an open door policy so issues can be dealt with as soon as they occur
- Support school activities as we have found that this helps strengthen the partnership and, in turn, influences the child's attitude towards school having a positive effect on his/her behaviour (See "Working with Parents" policy).

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards

At Cedar Hall we believe that achievement should be valued and celebrated. All staff are encouraged to celebrate positive behaviour. Below is a number of ways that we reward pupils' good behaviour.

- Star/stickers/smiley faces
- House points/credits (1 given per activity)
- Mention in the Golden Book
- Certificates
- Trophies
- Public displays of work
- Positive feedback of success/progress
 - focussed marking of work – with incentives for pupils to actively respond to suggestions and apply techniques in future work
 - positive written comments on work
- Responsibility in the classroom

- Helping staff, where appropriate
- Individually negotiated rewards with specific pupils, particularly those on Individual Behaviour Plans/Personal Improvement Charts.
- Class treats/trips out
- Jack Petchey Award

To use rewards effectively staff will:

- Negotiate them with the pupils.
- Use them consistently.
- Recognise a variety of achievements.
- Make sure the range of rewards encompasses:
individual/group; extrinsic/intrinsic; immediate/accumulative; public/private.

CONSEQUENCES

Consequences are always under review so that they become more meaningful and effective. They could include the following:

- Reprimand (at various levels)
- Cooling off time
- Exclusion from the classroom for a period of time
- Reporting to Senior Leadership Team
- Behaviour report /Personal Improvement Chart
- Informing parents – early intervention
- Time-in (Break, Lunch and After school)
- Pupil completing physical reparation time e.g. cleaning up the pens/books they have scattered

The consequences for repetitive challenges of the Cedar Hall code:

- After school 'Time-in' (Upper School)
Parents will be given 24 hours' notice for an after school 'time-in'. However, with the agreement of the parent, the consequence may be applied on the same day to give more impact.
- Isolation (working alone under supervision of SLT).
- Reduced timetable.
- Fixed term exclusion.
- Permanent exclusion.

To use consequences effectively staff should:

- Follow the TPP approach with all pupils.
- Ensure that consequences are clearly explained to pupils.
- Apply consequences calmly and consistently.
- Respect pupils' dignity and self-esteem.

7.2 Off-site behaviour

Consequences may be applied where a pupil has challenged the Cedar Hall code off-site, when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will issue an appropriate consequence to the pupil accordingly.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management:

- Where possible staff will be proactive and not reactive to behaviour.
- Staff will have high expectations and adhere to these consistently.
- All staff will have an open mind-set of “a new day, a new start” wherever possible.
- Negative terms such as punishment, detention and naughty will not be used.
- Zones of regulation and language consistent to this approach will be used to support pupils in regulating their behaviour e.g. back into the Green Zone so they are ready to listen, respond and work again.
- The curriculum will be positive and engaging to provide opportunities for all pupils to gain the understanding and skills relating to behaviour both in school and outside.
- Good Behaviour will also be rewarded daily through the use of the house points and reward systems chosen and pertinent to the age and appropriateness of the individual pupils.

While the approach to behaviour is similar across the whole school, the two main departments have slight variations in keeping with the age and needs of the individual pupils:

Lower School	Upper School
<p>To support the Lower School pupils in remembering expectations, adults consistently revise their behaviour Cedar Hall code which is displayed in all classrooms: <i>At Cedar Hall we will always.....</i></p> <ul style="list-style-type: none"> ✓ <i>Try our best</i> ✓ <i>Respect others</i> ✓ <i>Listen to everyone</i> ✓ <i>Choose our words well</i> ✓ <i>Be present in lessons.</i> ✓ <i>Keep the noise in school appropriate.</i> <p>Pupils will be given an initial verbal warning.</p> <p>If it happens again their name will then be recorded in the Behaviour log – book kept in the classroom.</p>	<p>Six basic rules governing behaviour in the classroom are clearly stated in every teaching area within the context of - “Everyone has the right to learn. We need YOU to keep the rules”.</p> <ul style="list-style-type: none"> ✓ <i>Try hard and do your best with all your schoolwork.</i> ✓ <i>Allow work to go on uninterrupted.</i> ✓ <i>Listen carefully to the teacher and other pupils during the lesson.</i> ✓ <i>Be in the right place at the right time.</i> ✓ <i>Enter the room quietly.</i> ✓ <i>Use polite language at all times.</i> <p>These rules will be displayed at the side of a white board in every classroom. If a rule is broken the Teacher will write the</p>

<p>If a pupil is recorded in the book they will have a time-in for 5 minutes at play or lunchtime.</p> <p>If name is recorded 3 times in one day a phone call will be made to parents at home informing them.</p> <p>If pupil's behaviour is persistently challenging a PSP (Personal Support Plan) will be drawn up and all staff working with this pupil will be involved in tracking the pupil through the day on a chart/ log.</p> <p>Names in the book will be discussed at weekly department meetings and also behaviour patterns will be tracked on the Lower School weekly update form.</p> <p>ALL staff will have the mind-set of new day/ new start towards pupils where possible.</p> <p>Middle School will have a 'Middle School Superstar' each week given at the assembly each week on a Friday to the Pupil in each class who has followed the CEDAR HALL CODE well.</p> <p>At the end of each term the 4 pupils in each class who have received the most house points over the term will be rewarded with a CEDAR HALL CELEBRATION. This will involve the pupils taking part in an activity.</p>	<p>pupil's initials beside the rules and draw the pupil's attention to it with the minimum of fuss and disruption. If this remains the only occurrence, a quick conversation at the end of the lesson is sufficient to reflect, possibly issue a consequence and refocus behaviour.</p> <p>If two rules are broken, or the same rule is broken twice, 'time-in' is given with the member of staff. If the pupil fails to attend then it is passed on to a member of SLT to complete.</p> <p>If the behaviour interferes with the learning of other students, then that student will be removed from the classroom to work in isolation with a member from SLT; a phone call home will be made by the class teacher and time in given for restorative justice.</p> <p>If a pupil is regularly excluded from lessons, parents will be contacted and a Behaviour Plan or Personal Improvement Chart will be implemented and their Pupil Support Plan updated accordingly.</p> <p>If a pupil is at risk of permanent exclusion, a Team around the Family meeting will be convened, including involvement from the Local Authority, to discuss a possible solution and/or prevention.</p> <p>Pupils who go out of bounds or break other rules at lunchtimes will receive a time-in the following day. This will be supervised by a teacher. Incidents will be recorded in the behaviour log on 365. Lunchtime time-in will also be administered to pupils for inappropriate behaviour on the playground with a member of staff.</p>
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8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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 and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) 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 pupils, if required, is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Pupil support

Where necessary, support and advice will be sought from other professionals including specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

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.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including the Essex Steps initiative, TPP as part of their induction process. Regular updates follow for all staff.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy and behaviour statement will be reviewed and approved by the Head Teacher and the Governing Body every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Behaviour Statement
- Anti-bullying Policy
- Physical contact with Pupils