



Inspire, Enjoy, Achieve

Behaviour Policy

Amended September 2024

Reviewed September 2025 – no amendments

Reviewed September 2026 – no amendments

Cotton End Forest School
Inspire, Enjoy, Achieve
Behaviour Policy

Rationale

This policy sets out the expectations of behaviour at Cotton End Forest School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise. This policy also promotes our school ethos which is underpinned by core values that support the development of the whole child as a reflective, independent person. It links directly to our other school policies including Inclusion, SEND, Equality and Emotional Health and Well Being. This policy complies with Section 89 of the Education and Inspections Act 2006.

Aims

- To promote a positive ethos and climate in the school underpinned by our core values (see Appendix 1)
- To create an environment in which children feel safe, secure and respected and that encourages and reinforces good behaviour
- To define acceptable standards and the principles of good behaviour
- To provide a consistent response to both positive and negative behaviour
- To promote self-esteem through success, self-discipline and both respect and tolerance for others
- To ensure that the school's expectations and strategies are understood by the whole school community
- To encourage the involvement of both home and school in the implementation of this policy

Objectives

At Cotton End Forest School, we want our children to show:

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and their school

We also want them to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- Non-sexist and non-racist attitudes
- An acceptable response to bullying and abuse

Role of Staff

All adults at Cotton End Forest School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, the core values underpinning our school ethos
- Provide a caring and effective learning environment
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation for the efforts and contribution of all

Role of the Headteacher

It is the responsibility of the Headteacher to ensure the school's behaviour policy is implemented consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by sharing and implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children in the event of serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have been notified and are in line with current policy and legislation from the DFE and Bedford Borough Council.

Role of Parents and Carers

Cotton End Forest School works collaboratively with parents and carers, so children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents and carers support the actions of the school. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the Compliments, Concerns and Complaints procedure which is set out in the School Prospectus.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour. The Governors should follow the normal grievance procedure in cases of complaint.

Implementation of the Policy

At Cotton End Forest School, the children, staff and Governors have agreed the following 5 Rules and 5 Rewards.

RULES

1. Listen to the person who is meant to be talking

2. Do as you are asked straight away
3. Move around the school sensibly
4. Be kind
5. Do your best

At Cotton End Forest School, we use the Good to be Green behaviour scheme. This promotes positive behaviour in the classroom and recognises children who behave appropriately while keeping track of children who find it harder to meet the school's behaviour code.

During Forest School and learning outside the classroom sessions children will follow 3 rules: No picking, no licking and stay inside the blue rope.

REWARDS

1. Gold stars/merits

Awarded for good behaviour, being helpful, keeping the value etc.

2. Postcard book

One child from each class is recognised in the 'Postcard Picnic' book each week. This also records why they have been chosen. At the end of the week they have tea and cakes with the Headteacher. The Postcard Picnic book will be kept in the school entrance area. Photos may be taken of children in and put on display in the book.

3. Class reward

The class work towards gaining stars/stickers on a 100 square chart for whole class effort to keep the school rules. When an agreed total is achieved the whole class agree on a small reward to be enjoyed together.

4. House reward

All children are in a house team. House points can be awarded by any member of staff.

The house points are recorded by the class teachers in each classroom and counted each week. The winning house for each class is shown on a leader's board. Each half term, the winning house across school will be rewarded with a non-uniform day.

5 Children's Voice

Children vote for peers to represent School Council: Two children are elected from each class-Year 1 upwards. Monitors are elected by the class teacher from Upper KS2 class-2 per term. These carry out some specific duties including setting up for assembly, managing the music system and supporting the Headteacher in celebration assembly with giving out stickers, rewards etc.

Our graduated approach to behaviour

We take a therapeutic approach to behaviour within school, aiming to be proactive, rather than reactive.

Reminder

Anyone who is causing disruption to work or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviour as a result of this reminder.

Warning

If a reminder is not enough, the child will be given a yellow card. They may be asked to work in a different area of the classroom or play elsewhere on the playground. If the behaviour improves, a green card will be issued and praise will be given.

Time Out

If the disruptive behaviour continues, then 'time out' will be given. This means that the child will go the relevant Assistant Headteacher in their Key Stage (during lessons) or on a bench during breaktimes. At the end of the session, the teacher or support staff will discuss events with the child. The staff member will record the incident on CPOMs and it will be reviewed by SLT.

Red Card

If the behaviour continues after the above steps, or the behaviour is serious, physical or endangers other children or members of staff, a red card will be issued. The child will then be sent to the Deputy Headteacher and parents/carers called. An age-appropriate consequence will be put in place. This could be loss of playtime, working away from the classroom for a given time and meeting with parents. The time off the playground is seen as a 'protective consequence', ensuring that all individuals are safe. Parents may be asked to meet staff in order to complete a Behaviour Plan for the child and how we can move forward.

Headteacher

The final step, after the above actions have been followed, is being sent to the Headteacher. This could result in a suspension or permanent exclusion.

Suspensions or permanent exclusions are only considered if the previous processes have been followed and the behaviours continue to impact negatively on themselves or others.

Parents will be expected to complete an EHA to access further support.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension/exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)

Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

CPOMs

Details of all behaviour incidents should be recorded on CPOMs. These are reviewed regularly and steps put in place to support improved behaviours.

Agreed approach for consistency across the school

- All children are expected to keep the 5 school rules and any additional classroom rules they have agreed with their teacher
- All staff are responsible for the behaviour of all children throughout the school day.
- All staff will use positive behaviour management strategies, catching children 'being good' and letting them know what they are doing well.
- All staff will apply the rewards and sanctions consistently including lunchtimes and Forest School sessions.

- A child with SEN or behavioural difficulties will have strategies tailored to their needs as a part of their INAP, and all staff will be made aware of these.

Zero Tolerance

There are certain behaviours which will cause significant risk of harm to the pupil or others. These will not be tolerated. Although each incident will be treated individually, they are highly likely to result in suspension. This includes:

- Bringing weapons (or an object deemed to be used as a weapon) to school, even if there is no proven intent to use it.
- Bringing illegal substances to school.
- Assault, leaving a victim requiring medical support.
- Leaving site.
- Forming a gang, bullying or any serious name-calling should also be reported immediately at the first offence and will be addressed in line with the Anti Bullying Policy.

Any incident, which is perceived as racist or prejudice related and causes offence, will be dealt with according to our Equality Policy.

Use of Restrictive Physical Intervention

Restrictive physical intervention is when a member of staff uses force intentionally to restrict a child's movement against his or her will.

This intervention will be carried out by a staff member who has completed the Team Teach training. This intervention is recorded and parents are informed.

Duty of care

We aim to help children take responsibility for their own behaviour through a combination of approaches. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a warning of what might happen next. However, if we judge that it is necessary, we may have to use restrictive physical intervention.

Reasonable force

Restrictive physical intervention must only be used as a last resort and using the principle of reasonable force i.e. as little force as is necessary in order to maintain safety, and for as short a period as possible.

Restrictive physical intervention will only be used

If a pupil is:

1. Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any person (including the pupil himself)
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In all situations, staff will always aim to use a less intrusive technique, e.g.:

- such as issuing direct instructions
- clearing the space of danger
- seeking additional support

unless they judge that using such a technique is likely to make the situation worse.

Monitoring of the policy

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records incidents where a child is referred on a yellow post-it on account of bad behaviour. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1

At Cotton End Forest School we follow the values which are:

- **New Beginnings**
- **Co-operation**
- **Keeping Safe**
- **Equality**
- **Courage**
- **Patience**
- **Tolerance**
- **Friendship**
- **Caring**
- **Appreciation**
- **Respect**
- **Happiness**

From these staff and Governors have identified our core school values to underpin all that we do as a school. These are:

- **desire for excellence**
- **honesty and trust**
- **respect for each other and the environment**
- **self confidence and self belief**
- **appreciation for what we have**
- **being polite, courteous and kind**

Appendix A

Behaviour suspension/exclusion flowchart

Behaviours are dealt with on an individual basis and the Headteacher may make the decision to suspend at any point dependent on the offence however in most circumstances this flowchart outlines the process

Good to be Green system implemented successfully-

No consequences-rewards in place

Red card

Pupil sent to SLT-age appropriate consequence and parent contacted

3 red cards

Pupil sent to SLT, Parent contacted, behaviour plan created, request for EHA

Further breaches of the behaviour policy

1st Fixed term suspension-1-2 days

Further breaches of the behaviour policy

2nd Fixed term suspension 3-5 days

Further breaches of the behaviour policy

Permanent exclusion

This is a last resort when all other avenues of support have been accessed and strategies implemented have failed to resolve the behavioural issues of the child.