Positive Behaviour Policy

January 2025

Together we strive for excellence

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Introduction

Ready to learn, respectful to all, keep yourself and others safe

Cubitt Town Primary school is a trauma informed school which means that our behaviour policy is based on evidence-based approaches that are found to work with all children including those with Social, Emotional or Mental Health (SEMH) needs. Our policy is based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure.

At Cubitt Town Primary School, we believe that good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school understands that behaviour is a form of communication and it is therefore encouraged to look beyond behaviour and to be curious about children's needs. All children will be treated with kindness and compassion no matter how challenging their behaviour is. We actively teach children how to make the right choices and how to build relationships with others. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that behaviours are driven by emotions and that children need help in learning how to identify and manage their emotions.

The relational (relationship building) approach is based on the belief that children need consequences that teach, rather than punish. Logical consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.

Three Key Principles

The way we behave at Cubitt Town Primary School is underpinned by the principles of:

Being ready to learn
Respecting who and what is around us
Keeping ourselves and others safe

I am ready to learn	I will show myself and others respect	I keep myself and others safe
Come to school on time. Look at and listen to the person talking. Follow instructions the first time. Start work straight away. Wear the correct uniform. Line up promptly. Come to school with the correct equipment. Show READY straight away when asked.	Greet adults politely when we arrive each morning. Thank the adults that we work with at the end of the day when we leave. Pick up after ourselves and others. Do things for others because it feels good. Work hard in lessons. Notice when others have done something for me. Hold doors open. Win gracefully. Respecting other people's opinions. Hands up. Look after school property. Using good table manners. Using the correct 'voice'.	Move calmly around the school and outside. Use play equipment properly. Kind hands and feet. Tell an adult if something is wrong. Staying in the correct space. Use technology responsibly. Wash hands regularly. Catch and bin coughs and sneezes. Sitting correctly on your chair. Telling adults about any dangers. Following online safety rules.

Behaviour expectations

- We set very high standards for children's conduct from the moment they enter our school. Children are expected to exhibit positive (green) learning behaviours.
- We view our school as a family, in which everyone cares for each other. Bullying is never tolerated at our school.
- Staff always look to reinforce good behaviour through praise.
- Children who let themselves down in class through poor behaviour are reminded of our behaviour expectations. If poor behaviour continues there are clear sanctions to help the child return to positive behaviour.
- In order for all pupils to learn well it must be safe for anyone to make a mistake, get something wrong, or not understand something. Pupils are expected to show kindness and respect to their peers and never to laugh at a classmate who makes a mistake: we learn from mistakes.
- At all times, we encourage children to be responsible for their actions.

Promoting Positive Behaviour

We promote and celebrate positive behaviour in a number of ways:

- Encouraging good behaviour through frequent and specific praise
- Clear, simple and consistent rules, sanctions and rewards
- Sharing successes with parents
- Celebration assembly on Fridays with 6C Stars of the Week in each class
- Explicit teaching and learning through our PSHE curriculum
- Headteacher and Deputy Headteacher stickers
- Celebrating in newsletters and assemblies

Rights and responsibilities

Cubitt Town Primary is a Rights Respecting School and we believe that all children have the right to:

- Learn and reach their full potential
- Feel safe and secure at all times
- Be treated with kindness and respect by others
- Be listened to if a problem arises
- Be given time to explain their actions
- Be able to learn without being disturbed by others
- Not face discrimination of any kind

Alongside this, all members of the Cubitt Town community have a responsibility to ensure that they:

- Uphold the rights of others
- Respect and celebrate the things that make us different
- Talk things through if a problem arises and try hard to see things from the other person's view
- Inform staff if they feel they are being mistreated by others
- Respect the right of others to learn.

It is particularly important that pupils inform staff if they have a problem that they cannot sort out themselves. Staff can only act on what they see themselves and what they hear from the pupils.

The Cubitt Town 6Cs

At Cubitt Town Primary School we work together to create a school where everyone feels included, supported and able to flourish. Our building and resources belong to us all, and we treat our surroundings and each other with care, respect and empathy. We have six school values which are shared with children and staff through assemblies, PSHE lessons and in all we do.

We Collaborate

We always work as a team and understand that including everyone is important. We know we may not always agree, but work together to make sure nobody feels left out or unheard. We are proud that everybody is welcome at our school.



We Care

About ourselves, our school community and the environment. We work hard to keep ourselves healthy and support each other to stay happy and safe. If we are worried about anything or for anyone, we ask for help.



We are Committed

We are committed to our learning! We work hard, and know that from great effort comes great success. We learn from our mistakes and ask for support when needed, but also know that it is important to develop our independence by trying our very best.



We Communicate

We actively listen to others and spend time thinking about what has been said. We use expert oracy skills to contribute to discussions using respectful vocabulary even when we disagree. We talk openly about our feelings and learning.



We are Curious

We are curious about the amazing world around us! We ask questions all the time, and work with our teachers and classmates to find the answers!



We Challenge Ourselves

We relish a challenge. We believe that the best, most exciting learning happens when we stick at it – even when it's not easy the first time. We see mistakes as opportunities to learn. We want to learn!



Signs for our 6Cs

In our Early Years, we have developed hand signals for our 6Cs which can be used across the school.



Challenge



Care



Collaboration



Curiosity

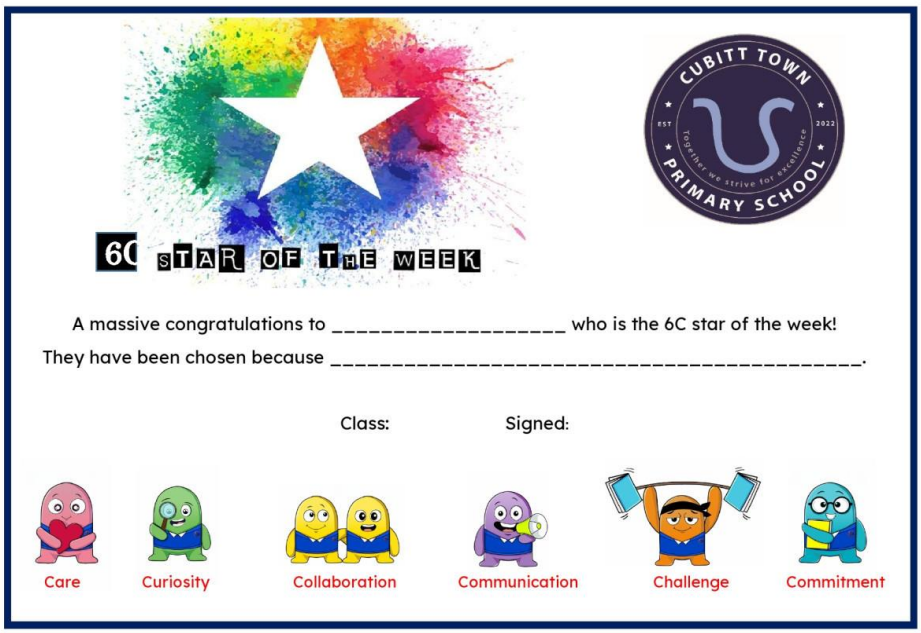


Communication



Commitment

Children who have displayed one or more of these values are rewarded with either a Class Dojo or a certificate in our Celebration assembly which takes place once a week.



What happens if things go wrong?

Whilst we are proud of the pupil behaviour at Cubitt Town, we are also aware that sometimes issues arise and things can go wrong when children are together for such prolonged periods of time during the term. Our aim is to provide a consistent framework for behaviour management, in which expectations are clear for everyone in the community.

Our pledge to parents:

At Cubitt Town we commit to the following:

- Treat children with respect and care - we are a 'non-shouting school'
- Encourage, acknowledge, thank and reinforce good behaviour
- Ensure that pupils are well supervised at all times
- Pre-empt any problems that might arise before they occur
- Spot signs of bullying, or any signs of a child being treated unfairly
- Deal fairly with everyone involved if there is a problem and ensure everyone has a right to speak
- Use a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to confront the person who has mistreated them
- Investigate problems carefully and sensitively before reaching a conclusion about what occurred
- Deal firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning

Definitions of negative behaviour

We have categorised negative behaviour into two groups:

1. Misbehaviours
2. Serious Misbehaviours

Misbehaviours include the following:

- Disrupting learning (calling out, interrupting others, etc.)
- Refusal to complete learning
- Unkind or rude words
- Dishonesty
- Not following instructions
- Showing disrespect towards adults or peers
- Damaging school property
- Inappropriate use of technology

It is typical that low-level misbehaviour will be dealt with by the class teacher, and when necessary, by an Assistant Headteacher. Across the school these behaviours are dealt with in a consistent manner, albeit adapted to different age groups. Children are initially redirected towards positive 'green' behaviour. If the behaviours continue, reminders will be given. By the second reminder, the child would be expected to have time out in the classroom and if a third reminder is required, the child would be expected to spend time out in a partner classroom and complete a reflection sheet (see appendices 1 and 2). If a third reminder is required, the child's parents would be informed and the incident logged on Arbor.

Serious misbehaviours include the following:

- Spitting
- Physically hurting others
- Putting others in danger
- Discriminatory language
- Bullying including cyberbullying
- Stealing
- Leaving the room without permission

Depending on the severity of the behaviour, the child may miss playtimes or lunchtimes and/or be sent or collected by a member of SLT. Internal inclusions or in very extreme circumstances, exclusions may also be considered by the Deputy Headteacher or Headteacher. Serious misbehaviour is always reported to parents, ideally face-to-face, and always on the day of the incident. Serious misbehaviour is always recorded on Arbor, and any safeguarding concerns linked to the behaviour flagged on CPOMs.

Definition of Bullying:

'A sustained action or deed that upsets or harms a pupil so that s/he feels uncomfortable and unhappy and as a result there is an effect on his/her emotional wellbeing.'

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words, or deeds. Bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time. Bullying can involve one person or group by another person or group, where the relationship often involves an imbalance of power. This definition is shared with children in assemblies, time-to-talk and within PSHE learning.

Specifically, the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again
- It is deliberate; hurting someone on purpose - it is not accidentally hurting someone
- It is unfair; the person(s) who bully (ies) may be stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not

We will not tolerate bullying of any kind for pupils, staff or visitors to our school

Our aim is to:

- Prevent, reduce and stop bullying if and when it occurs
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil who has been bullied and provide support
- Understand the motivation of the perpetrator and if necessary, safeguard and offer support
- Apply a disciplinary sanction to the bully and ensure they learn from the experience
- Educate children to enable them to safeguard themselves from bullying both in real life and online

Bullying can include

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory	Racist, sexist, homophobic or other discriminatory taunts, gestures etc.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, on social media, online games etc

Expected response to conflict

When dealing with conflict all parties will be listened to carefully. This approach helps to highlight what triggered the behaviour and what might be done in the future to prevent it happening again. As part of our restorative approach to behaviour, when resolving any disputes or falling outs at school we will ask all involved the following questions:

- How did you feel?
- What happened?
- Who was affected?
- What needs to happen to put things right?
- Next time I could…

Children are expected to write or verbalise apologies to those children and adults affected by their behaviour once they have regulated and spoken through the incident with an adult.

Should an individual child display persistent challenging behaviour they will be referred to the Assistant Headteacher, Deputy Headteacher and then Headteacher. Their parents will be invited to school to discuss their child's behaviour and a plan to be put in place so that home and school are working collaboratively and consistently. The following will automatically result in parents being spoken with, ideally face-to-face:

- Physical abuse
- Destruction of property
- Theft
- Discriminatory language
- Intimidating or violent behaviour

Safer Handling

There are circumstances when it is appropriate for staff in schools and colleagues to use reasonable force to safeguard children and young people. All cases of restraint must be recorded on a specific

'restraint' document and the Headteacher and Deputy Headteacher must be made aware. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent:

- violence or injury to themselves
- violence or injury to others
- damage to property

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil or full restraint.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained. Please see our Positive Handling Policy for further details:
https://www.ctpschool.org/about-us/policies

Inclusion and Exclusion

Very occasionally a pupil may spend time in internal inclusion in a senior leader's office or be excluded from school for a finite period of time. This is a serious and exceptional option that has a very set procedure. Any pupil who is deemed at risk of exclusion are closely monitored by the Senior Leadership Team and is likely to already have a behaviour plan in place. The final decision for all exclusions is made by the headteacher, and both the local authority and the governing body receive figures relating to exclusions. Thankfully, exclusion at Cubitt Town Primary School is very rare.
A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Below are examples of circumstances that may warrant an internal inclusion or fixed-term exclusion:

- Physical assault against a pupil or member of staff
- Threatening behaviour against a pupil or member of staff
- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- serious or persistent bullying, including discriminatory behaviour
- racist abuse, abuse against sexual orientation or abuse relating to disability
- serious damage to property
- Behaviour that endangers themselves or others

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.
The Headteacher will take the pupil's views into account and consider them in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. On rejoining school after an exclusion, the parent and child will be expected to attend a meeting with a member of the Headteacher or Deputy Headteacher.

Confiscation

Children's and/or parental permission will be sought before any member of staff looks in a child's bag. Any prohibited items found in pupils' possession (including mobile phones) will be confiscated. These items will be returned to pupils' parents.

SEND Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Wellbeing/Mental Health Support

Where there is an ongoing and recognised need for emotional/behavioural support, our Learning Mentors may provide additional support to the child. This could take the form of meeting with parents/involvement in the sanctions or behavioural strategy that has been decided upon or one to one session with the child. The development of this relationship can be a helpful tool in the understanding and management of behaviour with the child able to think about and express the feelings and motivations behind their behaviour in a safe and private space. The Learning Mentor can then work with staff to help the child move forward and successfully employ agreed strategies.

Children at Cubitt Town Primary are supported emotionally by:

- Adults who genuinely care
- Excellent modelling
- Committed staff who deal consistently with behaviour
- Learning mentor group or 1-1 sessions
- Friendship groups
- External agencies and professionals, where necessary

Children with Significant Needs

Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. If a child's behaviour is disruptive on a regular basis, the class teacher should work with the Head of Inclusion to plan for strategies to use to support that child. Class teachers should keep parents informed about their concerns and the actions that are being taken. If concerns persist, staff should raise this with a member of SLT. SLT may decide that the child should be placed on a Behaviour Plan (see appendix 7). A meeting should be convened and attended by: teacher, TA, parents, SLT and child. At the meeting, targets are agreed and recorded. Targets should be reviewed on a regular basis (3-4 weeks) or at least on a half termly basis. At this stage, if appropriate, a referral may be made to the Learning Mentors for additional support using the Learning Mentor Support Referral Form. If needs persist or behaviour is dangerous or

highly disruptive, concerns should be discussed with the Head of Inclusion who may refer the child to outside agencies. and the child may be added to the SEND Register. A risk assessment will be completed for children who behave in a way that puts themselves or others in danger.

Playtimes and Lunchtimes

When children's time is less structured during playtime and lunchtime, the leadership of the school is committed to:

- Each playground having an experienced playground supervisor leading a team of play leaders
- Supervisors establishing clear expectations for their team
- Regular training sessions to help support the professional development of play leaders
- Staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied

We have a structured approach to conflict resolution on the playground and encourage children to use their oracy skills to talk through issues that arise during play, using our Cubitt Town Peace Path (see appendix 8). This provides a structure and sentence stems to assist children in talking through issues. The playground team is trained in how to use the Peace Path to resolve conflict.

Misbehaviour on the playground is dealt with in a consistent manner and any incidents are dealt with calmly and fairly with all children's accounts listened to. Play-fighting is not allowed on our playground, and children who play-fight will be asked to spend time out to reflect. More serious incidents including violence, discrimination and bullying are reported to the on duty senior leader. The length of time off the playground will be determined by the nature of the offence caused and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem-solving approach designed to lead to improvements in the behaviour of the child concerned and ensure the safety of others.

The senior playleader updates all incidents on Arbor at the end of lunchtime and informs the class teacher to ensure that parents are made aware if required.

Some Year 6 children have specific roles on the playground:

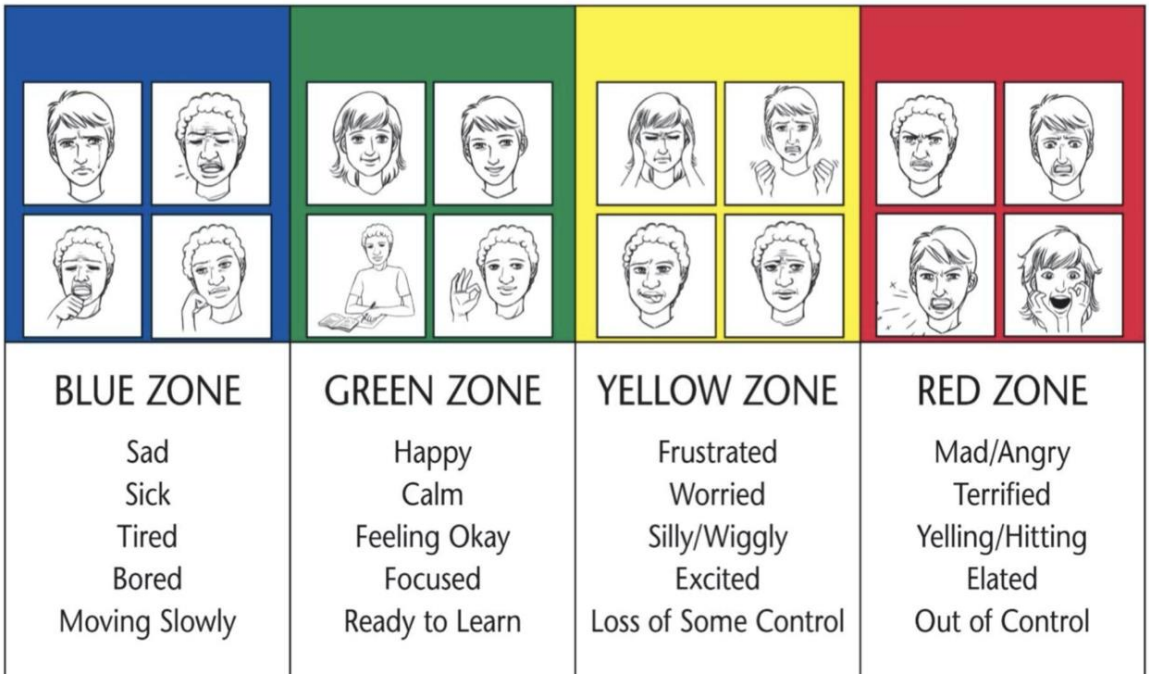
- Sports Leaders help to run activities and adjudicate games
- Prefects support younger children in the EYFS and KS1 playgrounds and help in the lunch hall
- Anti-bullying ambassadors act as another layer of support for children if they are feeling bullied

Zones of Regulation

All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of Regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete coloured zones. They provide a system of self-regulation recommended by the Educational Psychology Service to help pupils self-regulate in both the classroom and playground. Self-regulation can go by many names, such as self-control, self-management, and

impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

It is important to note to children that everyone experiences all of the zones - the Red and Yellow Zones are not 'bad' or 'naughty' zones. All the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and non-judgmental.



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and 'down' feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop,and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.

At Cubitt Town Primary School, all children are taught about the different zones through PSHE lessons, oracy sessions, during speech and language sessions and in assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every September and children are adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

Appendix 1

Cubitt Town 6C Learning Behaviours

Key Stage 1



Key Stage 2



Appendix 2

Dealing with Misbehavior Protocol

6C Behaviours - Being a Cubitt Town Learner ***Ready to learn, respectful to all, keep yourself and others safe***	• Children are regularly praised for exhibiting the values of a Cubitt Town learner • Rewards are given out (Dojos, Star of the Week certificates)

Misbehaviours • Disrupting learning (calling out, interrupting others, etc.) • Refusal to complete learning • Unkind or rude words • Dishonesty • Not following instructions • Showing disrespect towards adults or peers • Damaging school property • Inappropriate use of technology	***Recognize and acknowledge good behaviour to redirect*** • Non-verbal and verbal cues • Re-explain learning if needed	• "Thank you for following instructions" • "Thank you for keeping us safe" • "Well done for respecting their/our/your right to…"
	Reminder 1 • Respond to poor behaviour with deliberate calm • Warnings and reminders of expectations	• *Non-verbal cues repeated* • *"....., instruction, thankyou"* • *Remind the child of the classroom rules*
	Reminder 2 • Respond to poor behaviour with deliberate calm • Time out at a reflection table	• *"You have two choices…"* • *"If you choose to do the work /come into class/sit down, that would be fantastic and this will happen"* • *"If you choose not to then this will happen (regulation station)…. I'll leave you to make the decision"*

	Last Chance ● Time out in a partner class ● Fill in a reflection form ● The incident recorded on Arbor ● Parent Informed ● Possibility of missed time at break time	● *I have noticed that you are having trouble getting started/ wandering around/ playing with equipment right now...* ● *You can either …. Or…… (partner class)*

Serious Misbehaviours ● Spitting ● Physically hurting others ● Putting others in danger ● Discriminatory language ● Bullying including cyberbullying ● Stealing ● Leaving the room without permission	***Depending on the severity of the behaviour:*** ● SLT called to the classroom ● Parents called ● Missed break times or lunchtimes ● A written letter of apology or restorative justice ● Internal inclusion in serious cases

Appendix 3

Racial Abuse Statement

Racial discrimination or abuse is never accepted at Cubitt Town Primary School. Referring to a person's racial background in a derogatory manner can cause deep hurt to children and their families.

- All children are born equal whatever their gender, skin colour, racial background, religious beliefs or first language. London is a successful example of a tolerant, multi-cultural society and it is everyone's duty to respect diversity
- Children who racially abuse others have not learnt a simple and very important rule about living as part of a large school family:
- everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry

Appendix 4

Homophobic Abuse Statement

We live in a society that allows people the freedom to make their own decisions about how they choose to live. Adults live in many different arrangements as protected by law:

- Some grown-ups live alone

- Some are married and live as man and wife
- Sometimes a man and a woman live together as a couple and choose not to marry
- Sometimes two men or two women live together as a couple in a relationship or marriage

Whatever decisions people take they should be respected by others. Everyone is entitled to their own views about these different arrangements, but at Cubitt Town Primary School, we expect acceptance and respect for the decisions made by others.

The word 'gay' is used in our society to describe two men, or two women, who are together, in a relationship, as a couple. It is not a bad word and it is not a word of abuse. Sometimes children use the word, wrongly, in an unkind and abusive way. This is a form of name calling which is called homophobic bullying. It can cause offence and upset to others. All offensive name calling is unacceptable and will not be tolerated in our school.

Appendix 5

KS1 Reflection Sheet

Behaviour reflection sheet KS1

Name: _____ Class:_____ Date:_____

What happened?

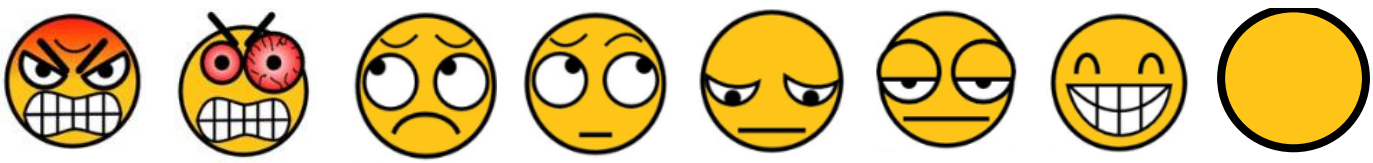
_____

_____

_____

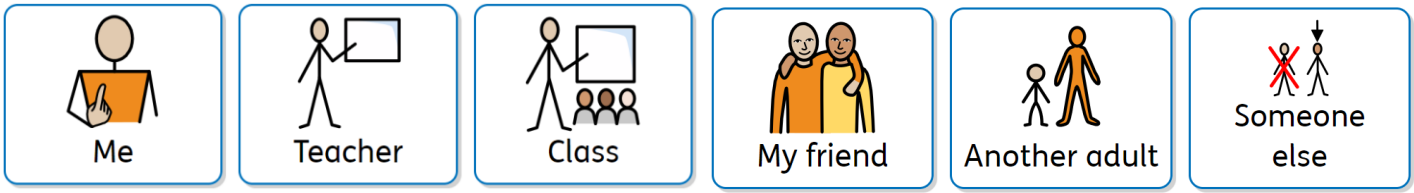
_____

How did I feel?

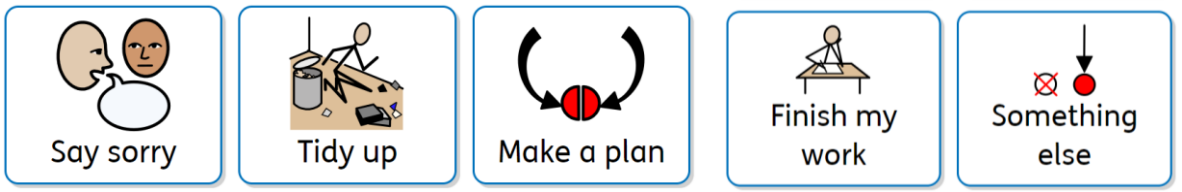


angry **annoyed** **worried** **confused** **sad** **bored** **silly** **other**

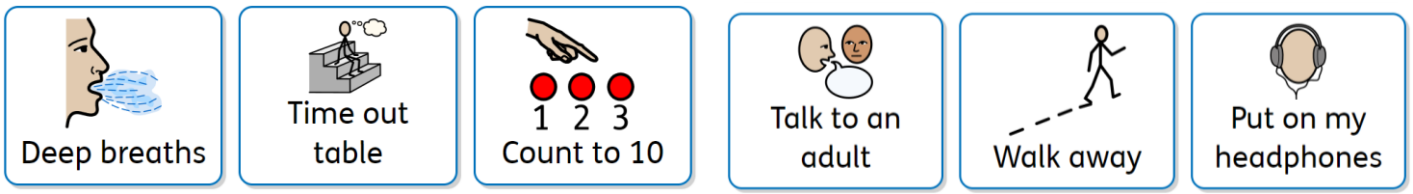
Who was affected?



How can I make it right?



What will I do next time?



Other: _____

Appendix 6

KS2 Reflection Sheet

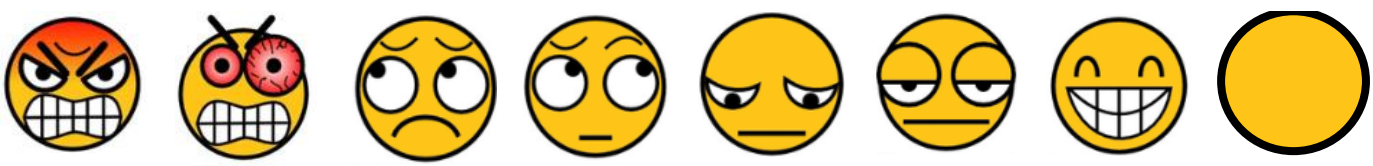
Behaviour reflection sheet KS2

Name: _____ Class:_____ Date:_____

What happened?

_____
_____
_____
_____
_____

How were you feeling at the time?



angry **annoyed** **worried** **confused** **sad** **bored** **silly** **other**

How were other people affected by your actions?

_____
_____
_____
_____

What can you do to improve the situation/make things right?

_____
_____
_____
_____

What will you do differently next time?

_____
_____
_____
_____

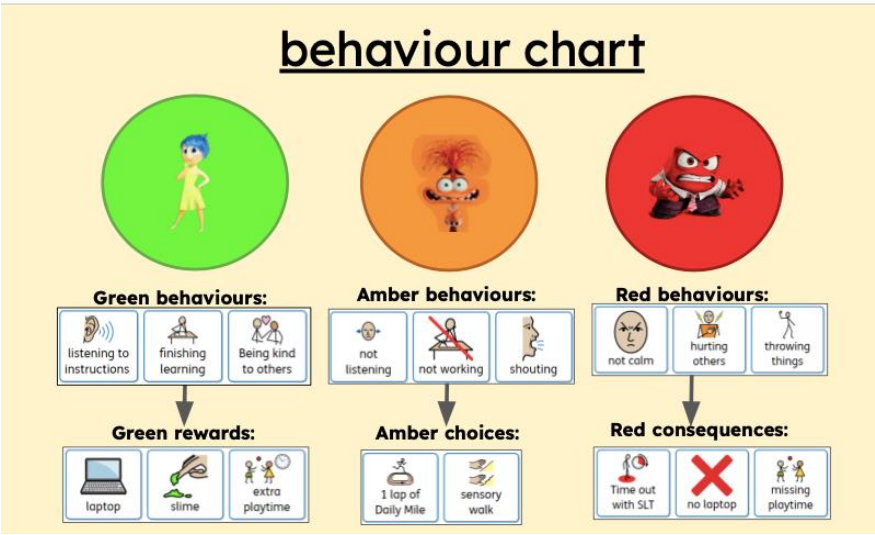
Signed _____

Appendix 7

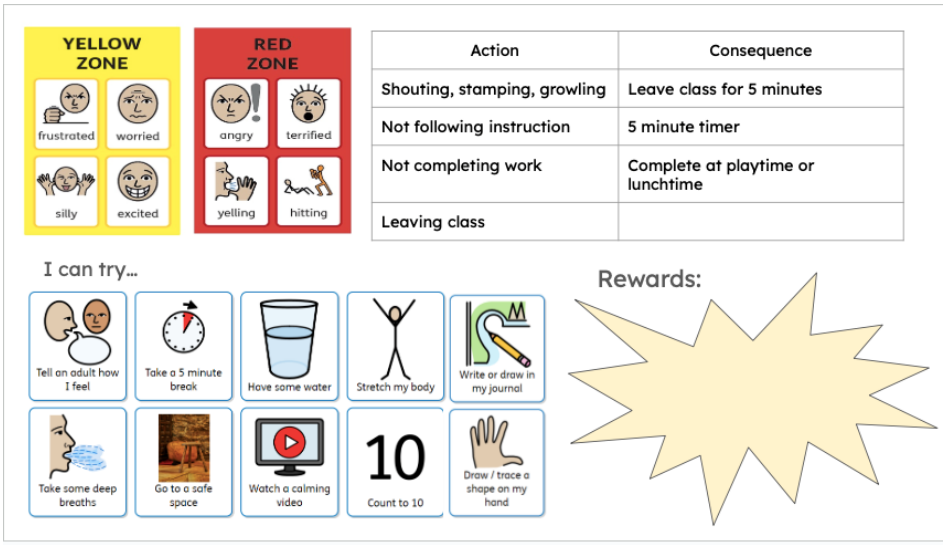
Behaviour support plans

If a child is continuously struggling to regulate their behaviour, a behavior chart may be used to support their behaviour. This will be created in consultation with the parents, a member of the behaviour team, the class teacher, and possibly the SENCO or a member of SLT. Charts are individualised but tend to follow a similar pattern of red, amber and green behaviours, with clear strategies to support the child alongside consequences as well as rewards. Behaviour charts are regularly reviewed, and withdrawn when it is felt that they are no longer needed.

Example KS1 Behaviour Plan



Example KS2 Behaviour Plan



Appendix 8

Cubitt Town Peace Path

