

COGNITA

Behaviour Policy

September 2024



1 Introduction

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.
- 1.2 This policy applies to all pupils including those in the Early Years.
- 1.3 We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 1.4 In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.
- 1.5 The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**
- 1.6 This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Code of Conduct, Staff Code of Conduct, Acceptable Use of ICT Policy, Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy and Admissions, Attendance and CME Policy.
- 1.7 The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.
- 1.8 If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding Policy.*
- 1.9 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our Parent Contract accordingly.

- 1.10 We support children at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2 Our approach

- 2.1 Good behaviour is essential for effective learning to take place. Our School policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 2.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents and pupils to understand and respect the rules of the School and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.
- 2.3 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 2.4 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.
- 2.5 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.
- 2.6 Staff work closely with the Special Educational Needs Coordinator (SENCo) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary/private organisations/professionals.

3 School Principles

- 3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- 3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 3.3 The School Principles:
- School staff and pupils should all show respect for one another;
 - Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;

- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs or disabilities;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4 Expectations and Responsibilities

- 4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.
- 4.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect and kindness;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 4.4 To encourage this, the staff will:
- Treat all children and adults with respect and kindness;
 - Speak politely to other people;
 - Praise all children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Encourage self-reflection to children when they get something wrong to encourage learning;
 - Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
 - Avoid using critical or sarcastic language towards all children and adults.
- 4.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).
- 4.6 The role of the teacher
- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;

- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding Policy as appropriate;
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book or behaviour recording platform;
- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the Digital Safety Policy which includes the Acceptable Use of ICT Policy.

4.7 Expectations of pupils in our school

- Comply with the School's Code of Conduct at all times
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 Expectations of parents

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5 Policy on rewards and sanctions

5.1 Our rewards – promotion of good behaviour

We wish to promote a culture that supports good character development and our reward system is underpinned by the core values agreed by the school community: Kindness, Respect, Resilience and Responsibility, instilled through our School Aims to:

Foster Empowerment Promote Resilience
Develop Compassion Ignite Curiosity
Inspire Achievement

Pupils who meet or exceed our high expectations and display the values of the school, must have their efforts recognised and rewarded. We believe that positive reinforcement of good behaviour is more effective than negative punishments in promoting a cooperative and purposeful atmosphere.

We take care to ensure all pupils are rewarded fairly and school without prejudice for effort and improvement aligned to the values of the school.

EYFS Reward Systems

- Staff congratulate and praise children verbally, on Tapestry and within their written work.
- Staff give children stickers as rewards for good work and behaviour.
- Teachers may send children to show their work to the Headteacher, Deputy Headteacher or Head of EYFS.
- In Reception children are awarded merits.
- In Nursery use the book 'Have you filled a bucket today?'

When the Nursery staff observe the children bucket filling a post-it is written to be shared and celebrated in the EYFS assembly. The class aims to fill a bucket a day, with frequent rewards.

Pre-Prep Reward Systems

Merits are given out to individuals for any number of positive displays of behaviour, work, attitude, effort, manners or other. These are recorded by class teacher. 5 Merits is 2 marbles in the class jar, see below. Every 10 merits earns 1 House Token towards the House Total, see below and 2 marbles. Every sequential 25 merits earns an extra house token and a reward certificate that is received in the weekly Celebration Assembly.

Behaviour Policy

Prep Reward Systems

Merits are given out to individuals for any number of positive displays of behaviour, work, attitude, effort, manners or other. These are recorded by class teacher and pupils in their homework diary. Every 10 merits earns 1 House Token towards the House Total. Every sequential 25 merits earns an extra house token and a reward certificate that is received in the weekly Celebration Assembly.

Class Rewards

- Marble Jar – teachers to place a marble in the jar when the whole class has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.

Celebration Assembly

- A Celebration Assembly is held at the end of each week during which Certificates are awarded to every pupil dependent on the number of merits achieved in sequential bands of 25 merits. These also earn 1 House Token.
- All tokens or stars achieved are added to the whole school house points cup award at the end of each term.

House Tokens

House tokens can be earned through accumulation of merits from individuals, House sporting, external achievements or academic competitions throughout the year. These are counted at the end of each term with the winning house earning a Reward prize, chosen and voted for by Pupil School Council members e.g., non-Homework token, extra break time.

Responsibility Positions

- Positions of responsibility including but not limited to Pupil leadership team, Wellbeing leaders, School Council Representative, Sports Captain, Team Captain, House Captain, Library Prefect, Digital Leaders. These are awarded on a yearly or termly basis dependent on the position. Each position is applied for or voted for by children and peers.

5.2 **Strategies and support**

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and

- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that may be used in the School include:

- Verbal reprimand from a member of staff;
- Communicate to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks such as an apology letter;
- Withdrawal of partial breaktime
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

The Consequence System is used when pupils make the wrong choices. The system is consistent across the school and gives pupils the opportunity to reflect on their actions and change their behaviour. See 5.7 for Hierarchy of Sanctions.

Teachers will give supportive reminders, however the 'C system' will be implemented if pupils continue to make the wrong choices. The teacher may issue any number of C's and in any order. All consequences are recorded on CPOMS an electronic portal.

5.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to Early Help or other agency is needed to support the child/family.

5.3.2 Parents will be involved at the earliest stage when problems arise, are persisting or recurring.

5.3.3 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension, expulsion and removal in other circumstances, without first using lower-order strategies.

5.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

5.4 Promoting positive behaviour

In the EYFS at Kingscourt staff:

- Give lots of praise/recognition for good behaviour
- Give the children individual attention so they feel valued
- Set a good example by being a good role model; teach children how to use words not actions
- Listen to what the children have to say
- Allow them to make choices and take responsibility within the department
- Give children non-aggression strategies so that they learn to resolve issues themselves.
- Work in partnership with parents so that good behaviour at home is acknowledged and praised

5.5 Managing behaviour

- Staff recognise that children's behaviour changes as they grow and staff will be sensitive to the age and stage of development of the child. Staff understand what appropriate behaviour is and understand the level of language that needs to be used when dealing with behaviour.
- Staff will look for the cause of misbehaviour i.e. is the child hungry or tired? Are they feeling unwell or have they genuinely pushed the barriers?
- Staff must remember that children need their own space and sometimes cannot be expected to share. Staff should remember to be sensitive towards the feelings of children. This is often the case when staff ask them to share toys or encourage a child to join in an existing game. They should be taught that they have a choice to say no but they must do so sensitively.
- Children will often become upset when their behaviour is challenged so it is important to reassure them that it is the behaviour that is being rejected not the child.
- Staff recognise that all children will misbehave at some time.
- Staff will always handle the situation delicately and show the child involved respect.
- **No child is ever smacked, shaken or treated roughly. There is no circumstance where this form of punishment is justified.**

5.6 Strategies employed for managing minor misbehaviour:

- Distraction. Staff should remove the child from the situation and give them an alternative activity.
- Use a non-reactive approach: for example tell the child that their misbehaviour will not gain your attention if that is what they are aiming to do.
- Time Out: Staff should remove the child from the activity and sit them quietly for only a few minutes to reflect on their actions and the consequences they may have had.
- In all situations the child will be asked to apologise with sincerity to whomever they have upset, child or member of staff.

5.7 Hierarchy of interventions and sanctions at Kingscourt

Best of Kingscourt Behaviour
Meeting all Kingscourt expectations.

We work on a basis on positive praise, rewarding the children through merits, house points, certificates, marbles in jar and praise.



Low-level disruptive behaviour:

If pupils are not listening; talking over each other; not on task, teachers will give a non-verbal cue such as a look or a pause in the conversation. This may be followed by a verbal cue, such as calling a pupil's name or reiterating with a visual cue if the behaviour continues.

The teacher may employ other strategies for managing behaviour as mentioned in the "Managing Behaviour" section.

In the incidence of another child being hurt, move straight to C1.



Consequence 1 (C1): Persistent Low-level disruptive, inappropriate or disrespectful behaviour outside of the classroom.

Spoken to formally by the classteacher or subject teacher as relevant to talk about what happened, how they are feeling, the impact and what can be done to make it right (restorative justice approach).

Class teacher will be informed as a matter of course and incident recorded on CPOMS.

Parents/Guardians informed of incident via phone call or email contact as appropriate.

Teachers to liaise as to whom is to make contact with parents/guardians.



Consequence 2 (C2): Repetition of a C1 behaviour will result in a C2 sanction.

This may be to miss a partial or full breaktime and complete a restorative justice reflection card.

This may result in further follow up actions, including a written or verbal apology, as appropriate by age.

Parent/guardians and SLT informed of this incident and recorded on CPOMS.



Consequence 3 (C3):

If behaviour has not improved after C2 has been implemented, C3 will result in the pupil being referred directly to a member of SLT (usually the Deputy-Head or Head Teacher).

This would also be implemented in an incidence of major breach of discipline, such as physical aggression, deliberate damage to property, stealing, bullying (including online and digital abuse) or an act of serious discrimination.

Parents/guardians will be informed and invited to attend a formal meeting with the Deputy-Head Teacher, Head Teacher and member of staff as appropriate.

A plan will be agreed for monitoring behaviour, whereby parents also take responsibility for helping their child to improve.

This may result in consequences such as multiple breaks to be missed, withdrawal from sports matches or use of laptops or removal of privileges as deemed appropriate by Head Teacher.



Consequence 4 (C4):

Continued serious misbehaviour or singular serious behavioural incident, such as causing physical harm, will result in further disciplinary action as outlined in the school Suspension, Expulsion and Removal in Other Circumstances Policy. In the first instance, the pupil will be sent to the Head Teacher who will contact the parents/guardians. The Head Teacher may impose an "internal exclusion" until an investigation and review of the incident has taken place.

An "internal exclusion" will involve isolation from their class alongside a member of SLT.

7 Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

- 7.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8 Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

- 8.1 The School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9 Monitoring and Evaluation

- 9.1 The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headteacher is responsible for ensuring these records are appropriately maintained.
- 9.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.
- 9.3 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 9.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

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