



“We want every child to be happy, caring and successful.”

Policy Statement for Attitudes & Behaviour

Introduction

At Cedars Primary we expect a high standard of conduct and behaviour for all our pupils, staff, parents/carers, volunteers, visitors and governors so that we are able to provide a calm, safe and supportive environment where all can learn and thrive.

We teach each pupil how to behave well and appropriately within the context they're in, to grow up with a clear understanding of what is right and wrong, appreciating the needs of others and the society around them.

We value and care for everyone in our school and believe that good behaviour is a collective responsibility for everyone in the school and this is achieved through a consistent and agreed approach.

Aims of our Approach

- To develop a caring, purposeful, and positive learning environment where high quality teaching and learning can take place.
- To enable children to feel safe and secure at school.
- To foster attitudes of respect and consideration.
- To develop a corporate sense of responsibility.

WHOLE SCHOOL APPROACH

At Cedars we have three behaviour rules that are explained and displayed around the school:

- **Be safe**
- **Be responsible**
- **Be respectful**

Our school wide positive behaviour works on the assumption that we do not assume that children know how to behave. Children are explicitly taught the behaviours we want them to demonstrate.

The children are taught the expected behaviours in all areas of the school and are rewarded for demonstrating these throughout the day - building a strong, positive culture.

Our Positive Behaviour Expectations:

OUR BEHAVIOUR VALUES	Always	In Class	Out of Class	Digital
We show RESPECT by...	<ul style="list-style-type: none"> Using good manners Being kind to others Sharing and taking turns Looking after our own and other people's property Cleaning up after ourselves and putting rubbish in the bin Keeping our hands to ourselves Following instructions Wearing the school uniform 	<ul style="list-style-type: none"> Allowing others to learn Listening actively when others speak Moving around quietly in class 	<ul style="list-style-type: none"> Showing sportsmanship and following the rules Using appropriate language Including others 	<ul style="list-style-type: none"> Getting permission before we post things online Following the eSmart rules
We show RESPONSIBILITY by...	<ul style="list-style-type: none"> Asking the teacher for help when we need it or if there is a problem Coming to school every day Being honest 	<ul style="list-style-type: none"> Keeping our tables clean and tidy Completing our work on time Getting to class on time Always trying our best 	<ul style="list-style-type: none"> Using the toilets properly Returning sports equipment Thinking before we act Making good choices to solve problems 	<ul style="list-style-type: none"> Carrying devices sensibly Shutting down devices properly and plugging them in Using devices for learning Only using our own login
We show SAFETY by...	<ul style="list-style-type: none"> Reporting anything we are unsure about to teachers Asking for permission to leave the class 	<ul style="list-style-type: none"> Walking inside Sitting on our seats properly Looking where we are going 	<ul style="list-style-type: none"> Being sunsmart Playing where we can be seen Using play equipment sensibly 	<ul style="list-style-type: none"> Only talking to people we trust and know online Keeping our personal information private.

Behaviour Curriculum

At Cedars we have high expectations, build strong relationships with pupils, provide positive responses to good behaviour choices and teach children 'why' some choices made are poor ones.

Strong relationships are built when individuals feel valued, listened to and are treated with dignity, kindness and respect. The school uses the Restorative Practice model which encourages people to take responsibility for their actions and repair any harm that they have caused.

The moral values that underpin all the choices made by the school and its pupils are translated into 'The Cedars' Way'.

The Cedars' Way

We are gentle
because we don't hurt others.

We are kind, courteous and helpful
because we don't hurt anybody's feelings.

We listen politely
because we don't interrupt.

We are honest
because we don't cover up the truth.

We work hard
because we don't waste our own or others' time.

We look after property
because we don't waste or damage things.

We are safe
because we don't put ourselves or others at risk.

The Cedars' Way is displayed throughout the school and is referred to throughout the school day.

Responding to Behaviour – rewards/sanctions

We positively reinforce the pupils following 'The Cedars' Way' with rewards. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Rewards

Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of Cedars' rewards include:

- Praise: private and public
- Written comments, 'stamps and smiley faces' in pupils' workbooks, communication and /or achievement books
- Class Teacher Special Award sticker
- Deputy Head Special Award sticker
- Headteacher Special Award sticker
- Dojo Points with Whole Class Treat
- Lunchtime stickers
- Informal notification to parents, a chat or telephone call
- Sharing of achievements and examples of good work or behaviour in assemblies and with other teachers and teaching assistants
- Certificate of Achievement and Recognition – weekly awarded
- The Cedars' Way Award – weekly awarded
- Enrichment Time – 30 minutes weekly
- Afternoon Tea with the Headteacher – weekly for 'The Cedars' Way Award winners

Sanctions

When a member of school staff becomes aware of unacceptable behaviour they should respond in accordance with our behaviour policy.

Early Years

IN SESSION

Children in the early years are learning to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

If a child presents at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Crouch down to the child's level
- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children involved to gauge their feelings and reactions to the situation.
- Ask each child how they feel and how the other must be feeling so that they may realise that it is not just one person involved.
- In younger children who are not yet able to reason, diversionary tactics and or distraction would be used at this time.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise that the child might find hard to handle.

Key Stage 1 and 2

IN EACH LESSON

1. Gentle reminder of behaviour rules and expectations
2. Verbal warning
3. Name written on board
4. 5 minutes loss of break/lunch
5. Removal to another classroom for a limited time - (can move KS)
6. Sent to KS Leader for a discussion
7. KS Leader to decide whether a red warning letter to be sent to parents and/or phone call to be made
8. KS Leader to decide whether to be sent to Head or Deputy for a limited period of time.

At every stage, opportunities must be given to “catch the child being good” to move back down the list.

(Behaviour recorded in the Class Behaviour Book – see Appendix A)

AT PLAY TIME AND LUNCHTIME

Verbal Reprimand (Polite Reminder)	Sent to a member of the Senior Leadership Team	Sent immediately to the Headteacher/Deputy Head
Not following 'The Cedars' Way'	Persistent refusal to follow 'The Cedars' Way'	Serious Incident

WHOLE SCHOOL

If a child is referred to the Headteacher, Deputy Head or a member of the Senior Leadership Team, they may be withdrawn for some or all of their play or lunchtime, be given school-based community service, such as tidying a classroom, or placed on an Attitude and Behaviour Report (see Appendix D).

Serious Incidents

Some behaviour is totally unacceptable in our school. Serious Incidents will be referred immediately to the Headteacher and in her absence the Deputy Head.

The Headteacher/Deputy Head will inform Parents/Carers by sending home a Serious Incident Letter (see Appendix C). A member of the Senior Leadership Team will talk through with Parent/Carers the incident via the telephone or face to face prior to sending the letter.

In the very serious of circumstances, the Headteacher will instruct the pupil to spend a limited time out of the classroom e.g. in the Deputy Head or Headteacher's Office. This use of removal would allow for continuation of the pupil's education. Parent/Carers will be informed on the same day if they are removed from the classroom.

In the most serious circumstances, or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions, the Headteacher will issue a suspension or, permanent exclusion.

Managed Move

In exceptional circumstances, a managed move will be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves will only occur when it is in the pupil's best interests.

Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. 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. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good

order and discipline at the school or among pupils (*Section 93 of Education and Inspections Act 2006*).

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules (*Section 550ZB of the Education Act 1996*).

When considering using reasonable force staff will carefully recognise any specific vulnerabilities of a pupil, including SEND, mental health needs or medical conditions.

Detailed records of all reasonable force are kept in the Headteacher's office.

Child-on-child sexual violence & sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Cedars will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - Part 5 – see Cedars Safeguarding & Child Protection Policy for more detail). Each incident is considered on a case-by-case basis and we are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between pupils.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a consequence in the same circumstances as other consequences. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case (*Section 94 of Education and Inspections Act 2006*) see *Appendix E*.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

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, for example consequences are used in line with the developmental needs of the pupil.

The school's SENDCo 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/carers to create the plan and review it on a regular basis.

To effectively support pupil's behaviour who have SEND, Individual Learning Plans/SEND Support Plans/Personal Behaviour Plans are drawn up in line with the school's policy and the Code of Practice for Special Educational Needs.

Pupil Support Units

Cedars, may where applicable, set up a pupil support unit within the school or use the Milton Keynes Primary Pupil Referral Unit. This is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- a) as a planned intervention for behavioural or pastoral reasons
- b) as a final preventative measure to support pupils at risk of permanent exclusion.

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons.

Off site behaviour

Conduct outside the school premises, including online conduct, that Cedars will sanction pupils for include misbehaviour:

- when taking part in any school-organised or school related activity;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- could adversely affect the reputation of the school.

Behaviour Incidents Online

As a school we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/Carers are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. Cedars Primary will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Parents/Carers will be informed.

Suspected Criminal Behaviour

In rare cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

ROLES AND RESPONSIBILITIES

Role of Senior Leadership Team

- The senior leadership team is highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

- School leaders recognise the crucial role they play in making sure all staff understand the behavioural expectations and the importance of maintaining them.
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.
- School leaders consider any appropriate training which is required for staff to meet their duties and functions within the Attitudes and Behaviour policy. Staff training is aligned to the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.
- The SENDCo ensures staff have adequate training on how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Role of Teachers and Staff

Staff are responsible for:

- Implementing the attitudes and behaviour policy consistently
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Role of Pupils

- Pupils should be taught that they have a duty to follow 'The Cedars' Way'.
- Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

Role of Parents/Carers

Parents/Carers are expected to:

- Support their child in following 'The Cedars' Way'.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership.

Role of Headteacher

The Headteacher is responsible for reviewing this attitudes and behaviour policy in conjunction with the Governing Body. The Headteacher will also approve this policy. 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.

Governing Body

The Governing Body is responsible for reviewing this attitudes and behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

MONITORING THE EFFECTIVENESS OF THIS POLICY

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and Senior Leadership Team.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Reviewed September 2023

Cedars Primary Attitudes and Behaviour Policy

APPENDICES

Appendix A Guidance for Classroom Behaviour Record Book

Appendix B Bullying

Appendix C Serious Incident Letter

Appendix C Attitude and Behaviour Report

Appendix D Searching, screening and confiscation – flow chart of actions to be written

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Classroom Behaviour Record Book

This book should be used to record incidents of inappropriate behaviour that occur in and out of the classroom.

Entries can be made by any member of staff and should be signed and dated.

Third time 'The Cedars' Way' is broken: **withdrawal from an activity or group/class with a 'Red Card' to a member of the Senior Leadership Team should be recorded in the Class Behaviour Record Book.**

Record what has happened, who was involved and what action was taken.

These are open documents, and entries should be written with this in mind.

Behaviour Books should be reviewed half termly in key stage meetings. Entries are to be monitored by the Senior Leadership Team for patterns in inappropriate behaviour and consistency in behaviour management across the school.

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Bullying

Bullying is the wilful and conscious desire to hurt, threaten or frighten someone. It can thus be 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:

- 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 or damaging 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 networking sites, messaging apps or gaming sites

Bullying is not tolerated at Cedars Primary. Staff, pupils and parents must have confidence that action will be taken and that if action is not effective further steps will be taken.

Strategies to combat bullying

- Follow school policy on attitudes and behaviour consistently
- Model the appropriate behaviour
- Teaching personal and social skills in a conscious and systematic way through the PHSE & RSHE curriculum
- Teaching E-Safety as part of our Computing Curriculum
- Use Assemblies, PCSO and NSPCC materials to address issues
- Ensure pupils know it is right "to tell"

- Offer a range of options as to whom and how to report bullying
- Raise self-esteem of the bully and victim, offer Learning Mentor Sessions
- Do not tolerate any inappropriate language
- Intervene in inappropriate play or behaviour
- Be aware of individual needs
- Be aware of the areas where, and the times when, pupils may be vulnerable

Procedures to follow with bullying

- Follow up every case
- Reassure pupils that they did the right thing in reporting
- Act fairly and consistently
- Record the accounts of victim, alleged bully and witnesses in the Class Behaviour Book
- Refer the incident to the Headteacher or Deputy Head
- Keep parents/carers informed
- For serious incidents the Headteacher may take further steps and involve other agencies

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Serious Incident Letter

Date.....

Dear Parent/Carer,

At Cedars Primary we have high expectations for the attitudes and behaviour of everyone in our community. We recognise the importance of an effective partnership between home and school in developing good behaviour. In order for us to work effectively together good communication is essential.

Unfortunately, I have to inform you that your child was involved in an incident in school today in which:

.....
.....
.....
.....

We see this as a serious incident, and it has been recorded as such, in line with school policy.

This is the serious incident involving your child this academic year. I hope that you will talk with your child to stress the seriousness of the situation and explore how they may have acted more appropriately. Please return the slip below to acknowledge receipt of this letter. Your views or comments would be very welcome.

Yours sincerely,

Mrs Goldsmith
Headteacher

.....
.....

To Mrs Goldsmith

Name of child **Class**

.....

I received your letter dated

Parents

comments.....

.....

Signed..... (parent /carer)

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Attitude and Behaviour Report

Name:.....

Target (For each lesson)	How can this be achieved?	Rewards	Sanctions
1.			
2.			
3.			

Signed:

_____ (Child)

_____ (Parent)

Attitude and Behaviour Report

Week Beginning:

	Before School	Morning Lesson	Morning Lesson	Break time	Morning Lesson	Lunchtime	Afternoon Lesson	End of Day
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

**CEDARS PRIMARY
ATTITUDES AND BEHAVIOUR POLICY**

Attitude and Behaviour Report
Searching, screening and confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil may have a prohibited item listed in paragraph 3 of *Searching Screening and Confiscation Advise for Schools, July 2022*.

BEFORE SEARCHING

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should **explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.**

The authorised member of staff should **always seek the co-operation of the pupil before conducting a search.**

If a pupil continues to refuse to co-operate, the member of staff may **sanction the pupil in line with the school's attitude and behaviour policy**. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess **whether it is appropriate to use reasonable force to conduct the search** – will it prevent the pupil harming themselves or others, damaging property or from causing disorder ? (*Section 93(1) of the Education and Inspections Act 2006*)

DURING A SEARCH

1. An appropriate location for the search should be found. Where possible, this should be away from other pupils.
2. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and*
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.*

3. A member of staff may search a pupil's outer clothing, pockets, possessions or desks/trays. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Please note:

- A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12.
- For a Police search, the parents will be called and informed a search will be happening. Parents can be the 'appropriate adult' and be present for a Police search. Unless the child refuses, then a school appropriate adult can be present (of the same sex). Police Officers must be of the same sex of the pupil being searched. An appropriate adult not of the same sex as the pupil can be present if the pupil request this. The pupil must not be able to be seen by anyone else.

AFTER A SEARCH

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and **speak to the designated safeguarding lead** (or deputy safeguarding leads).

If a pupil is found to be in possession of a prohibited item, then the staff member should alert the Headteacher and in their absence the Deputy Head and **the pupil should be sanctioned in line with the school's attitude and behaviour policy.**

The search should then be recorded on Cedars' Safeguarding Reporting System – CPOMS including the following details:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and

- what follow-up action was taken as a consequence of the search.

Parent/Carers should be informed.