



**Ernest Cookson School**  
54 Bankfield Rd, Liverpool, L13 0BQ

Policy Document Title: **Behaviour Policy**  
To be read in conjunction with: **Teaching and Learning Policy**  
**Health and Safety Policy**  
**Behaviour Code of Conduct**  
**Control and Restraint Policy**

Updated: **February 2017**  
Review Date: **2020**

This whole School Behaviour Policy is a written statement that summarizes the schools beliefs, aims and policies for the maintenance of good behaviour in the school.

It illustrates how aims are put into practice within school throughout the entire school day. It makes clear to all exactly, what is meant by “good behaviour”, the rewards pupils can expect for good behaviour and the consequences that they may incur for poor behaviour.

It includes methods for encouraging good behaviour around the school, at playtimes and dinner times, and especially in the classrooms. It also includes strategy for dealing with individual pupils who cause concern.

**We believe that:**

- Our school should be a place where children and staff feel safe and are happy and healthy.
- Our school should be a place where children can learn and teachers can teach without disturbance.
- Children learn better when praised and rewarded – positive attitudes should be encouraged.
- Children and the whole school community should know, understand and accept our Code of Conduct and class rules – parental involvement and support is very important.
- Everyone in school should be sensitive to issues of race, gender, sexuality, and the individual needs of children experiencing difficulties.

## **THE AIMS OF A WHOLE SCHOOL BEHAVIOUR POLICY:**

1. To clarify to all members of school community what is meant by good behaviour.
2. To maximize the impact which the school can make to encourage good behaviour.
3. To minimize misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff use a wide range of rewards to motivate pupils.
5. To encourage a positive learning environment where effort hard work and good behaviour are recognized and rewarded.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To ensure that all non-teaching staff feel that they have an important part to play in encouraging good behaviour.
8. To encourage pupils to co-operate with one another and enjoy a friendly relationship with all school staff.

## **BASIC CODE OF CONDUCT:**

There are several basic rules that apply to all children at school, whatever their age.

- (a) Be where you should be
- (b) Be kind to all staff
- (c) Don't shout out
- (d) Be kind to other pupils
- (e) Respect property

## **IN THE CLASSROOM:**

There are specific rules, which apply to all pupils:

- (a) No child is to enter school unless he/she has been given permission by the member of staff on duty by the playground door.
- (b) Pupils are not allowed to go out of bounds.
- (c) When the bell is rung at the end of break, all pupils will line up accordingly at the appropriate point.

## 1.1 OVERT BEHAVIOURAL RECORDING

- 1.2 The keystone of the system is one of rewards.
- 1.3 The tracking sheet does not relate to the Specific Behaviours being targeted by the Target Card.
- 1.4 The class-tracking sheet will accompany the class throughout the day and will be monitored by the class teacher and learning support assistants.
- 1.5 Behaviours which inhibit other members of the classes right and/or breach the school code of conduct. Consequences may include:

(Level 1)	Brief explanation - A warning and no further action.
(Level 2)	Apology letters. Lines
(Level 3)	15 minutes detention at following break, lunch or after school. Consideration to send pupil to Learning Support.
(Level 4)	Consideration for removing Long Option
(Level 5)	Put in isolation for the rest of the day
(Level 6)	Fixed term by Headteacher if warranted.

Learning Support can be used at any of the above stages when felt appropriate by the teacher and / or the pupil.

- 1.6 Praise will be given at all times to pupils who are behaving appropriately and before a formal warning is given, a verbal warning may be used to attempt to get the pupil on track. If the pupil is on task by the time two of his peers have been praised then no action is to be taken.
- 1.7 The target behaviour/s will be identified at the form period when the week's progress is being reviewed. The pupil will be fully consulted and will identify his deficit area with assistance from his form teacher/learning support assistant.
- 1.8 A mark of between 0 & 5 will be given for each portion of the day. Staff will mark the 'targeted behaviour' and comment about the behaviour at the time the card is marked.
- 1.9 Sum total of scores for both 'target' and 'general' behaviour to be used to determine whether a pupil has an Option and Good Letter. (I.e. A pupil will require at least 50 out of the possible 70 points available)

## 2.0 REWARD SYSTEM

- 2.1 Positively rewarding desired behaviours is more effective than punitive systems.
- 2.2 Research at Liverpool University has indicated very strongly that the most effective and least used reward that pupils find effective is notification to the parents. Previous rewards of this nature have been subjective rather than objective. Behavioural tracking allows us to be objective with our records.
- 2.3 A 'Good Letter' will be recorded where pupils have received 50 or more points out of 70 for their 'target' and 'general' behaviour and who have not accumulated 4 or more warnings during a day. On a daily basis 'Good letters' will be issued to pupils who wish to take them home. Dependent on parental preference, phone calls will be made on either a daily or weekly basis to the parents of boys who do not wish to take home good letters informing them of their son's 'good' behaviour in school.
- 2.4 A mark of 50 or more out of 70 for 'target' and 'general' behaviour will qualify pupils to take part in the daily options programme.
- 2.5 Comment will be passed about good behaviour at the Thursday (lower school), Friday (upper school) Praise Meeting.
- 2.6 Pupils take part in the Long Thursday (lower) or Friday (upper) Afternoon Options by earning at least 4 out of 5 consecutive Good Letters; and must not have had 5 warnings in a lesson in the week prior to the Long Option. On the day of the Long Option the pupil must not be causing concerns that would prevent him from taking part in the reward.
- 2.7 Pupils take part in Good Letter Trips, half-termly, by earning at least 80% of the possible number of good letters.
- 2.9 Attendance and Best Boy Certificates will be given in the Friday morning Praise assembly.

## 3.0 CONSEQUENCES

- 3.1 The pupil must complete all set work and comply with the consequences of his behaviour, failure to comply will result in a pupil detention after school if appropriate.
- 3.2 Failure to gain 50 or more points on the target card will result in a 'catch up' lesson during the option period.
- 3.3 A letter, behaviour report, will be sent home notifying parents if the pupil is involved in a serious incident or constant disruptive behaviours preventing others from achieving.
- 3.4 'Sending Home' letters (fixed-term exclusion) will be of three types:-
- a) An information letter, asking parents to discuss the behaviour with their child.
  - b) A letter requesting that the child attends a behaviour-readmission meeting with their parents.

- c) A letter informing the parents that their child has been placed on a fixed-term exclusion and requesting a behavior-readmission meeting with the pupil and parents during the period of exclusion. These letters will only be sent for serious or repeated breaches of the code of conduct resulting in the pupil requiring sending home in order to “cool off”

3.5 Detentions will take place at breaks, lunch times, and during options.

3.6 Further consequences for specific behaviours are outlined in the **Code of Conduct**.

### **3 DRUGS**

4.1 Possession of substances perceived to be drugs or pretending to be drugs will result in a fixed-term exclusion; Police and Drugs Liaison Officer involvement; and a behaviour-readmission meeting with the pupil and their parents during the period of exclusion.

### **4 FIXED TERM EXCLUSIONS**

5.1 Pupils to be placed on Fixed Term Exclusion for serious severe behaviour. For example assault, violence, aggression, and threatening and intimidating behaviour.

### **5 ASSAULTS UPON STAFF**

6.1 Serious verbal assault upon a member of staff will result in a fixed-term exclusion and a behaviour-readmission meeting with the pupil and their parents.

6.2 Deliberate physical assault upon a member of staff will result in a fixed-term or permanent exclusion, Police involvement, and a behavior-readmission meeting with the pupil and their parents.

### **6 POLICE INVOLVEMENT**

7.1 The Police will be contacted and a complaint made where a pupil has engaged in a serious offence such as assault upon a person or criminal damage.

### **8.0 GUIDING PRINCIPLES**

8.1 Desirable behaviours will be rewarded.

8.2 Discipline will be based on rights, rules and responsibilities.

8.3 Staff will intentionally minimize hostility and embarrassment.

8.4 Staff will recognize the power of expectation.

8.5 Develop and maintain respect.

8.6 Maintain a sense of humour.

### **9.0 ASSESSMENT**

- 9.1 The children will assess with a responsible adult their own behaviour.
- 9.2 Those pupils who achieve their behavioural targets will receive an option lesson in the last period of the day.
- 9.3 Pupils will be mentioned at the Thursday or Friday Meeting where the positive aspects only of the week are discussed.
- 9.4 Positive behaviours will be communicated to parents by letter