

Colton Primary School

Behaviour Policy



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Colton are confident, independent learners who are not afraid to ask questions of themselves and others.

Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

'Everyone Successful Everyday'

Date policy agreed by all staff: September 2019

Date policy agreed by all governors: January 2020

Date of policy review: January 2022

Headteacher: _____

Caroline Johnson

Chair of Governors: _____

Ben Cole

Rights and responsibilities

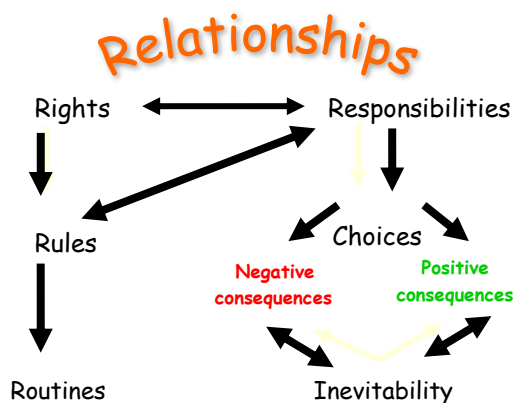
We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe learning community for all. The SEAL, PSHE curriculum and Circle Time promotes a culture where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone. Children are rewarded for positive behaviour and for making the right choices.

Good discipline has its roots in a stimulating classroom environment which captures each child's interest and imagination to such a degree that thoughts of misbehaviour become irrelevant. This remains an ideal and in practice needs to be linked to other factors:

1. The caring ethos of Colton Primary School which is built upon mutual teacher-pupil respect, and recognition on the part of the child that there exists a close home-school support system.
2. A close consistency amongst staff with regard to standards and expectations of all kinds, linked to a mutual support system for all members of staff – teaching, support, office staff and all other adults who come into school and hold positions of responsibility.
3. The Colton School Code (see below)

Principles

Positive Behaviour Management based on the '5 R's framework'.



Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

We believe that the most effective way of achieving these aims is to encourage and praise children where the emphasis should be placed on DOs rather than DON'Ts. These are the underlying principles we wish to nurture throughout the school which are represented within The Colton School Code:

The Colton School Code

- Care for each other – be helpful and polite
 - Only move sensibly and calmly around school
 - Look after our school and everyone in it
 - Try our best, we can achieve our dreams and reach our goals
 - Open our eyes to new challenges
 - Never give up; together we can make a difference
- (Reviewed regularly by School Council and staff)*

In addition each class will agree its own set of promises or rules which cover aspects of rights and responsibilities, as part of the induction period at the start of each term. These have a positive emphasis of what we agree or promise to do rather than a list of 'things we don't do'.

The school recognises that all children's emotional needs need to be supported so that they feel secure. They are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. At the beginning of the year they select a 'Special Person'. This is an adult in school they feel comfortable talking to if they wish.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy, Induction Pack – Home/School Agreement)

Pupils are expected to:

- Follow the school rules (Colton Code)
- Follow their classroom rules
- Accept responsibility and the consequences of their actions
- Listen and respond appropriately to what adults say

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Learning Mentor and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Check Class Dojo regularly for updates

See Induction leaflet (Home/School Agreement)

Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the ethos of Colton Primary school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Formulating class rules

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Rewards in school

Children who make consistently good choices in class and around school are rewarded for their efforts. (see Induction leaflet - Positive reward system) The following may be used:

- verbal praise
- approving signs/acknowledgements
- class time rewards – (decided by the class).
- sent to another teacher/Head teacher with their learning
- Headteacher certificate of reward and/or sticker
- Whole school Dojo's – for pastoral / personal achievements - being kind, courteous and helpful and achieving academic targets or celebrating successes.
- Courtesy Cup – distributed weekly to a pupil who has demonstrated good manners / politeness / good role model
- Attendance Award – given out weekly to the class with the highest attendance

Lunch Time

- Staff will give out stickers for positive actions such as good food choices, eating their lunch, good table manners, behaving well, helping and being kind.
- Peaceful Problem Solving strategies will be used if children have a fall out.

Class Teacher

- Each week class teachers from R-Y6 nominate 2 children to eat lunch with the head teacher – these children receive a certificate in assembly and their names are entered in a Celebration Book.
- Each class uses personal targets in line with Investors in Pupils' learn and agrees their own rewards and work towards their class reward time.
- Each year, special reading awards are given to 2 children in each class and one overall in the school – the Pat Hyde trophy.
- All children are rewarded with an end of year treat unless there are exceptional circumstances due to serious misbehaviour and parents are fully aware and informed.

All adults should reward pupils for good, kind behaviour and good learning. It is important to be inclusive and to ensure that quieter, consistent children are rewarded and not overlooked.

Sanctions

All adults will enforce the positive behaviour policy and will support the implementation of this with regard to sanctions. It is crucially important not to label children and to give them a chance to make the right choice. We do not say that a child is naughty; rather we describe the incident as having made the wrong choice. It is important that children see the consequences of their actions and can articulate how they can put right the wrong and how they should have acted in the first place.

Play / Lunch Times

Staff on playground duty will deal with minor offences. More serious or repeated offences will be reported to the SENCO at lunchtime or the Learning Mentor, then to the class teacher or Head teacher. When children fall out, we follow the Peaceful Problem Solving Process as a method of 'restorative practice'. The children learn to resolve their own conflicts (supported by an adult) by discussing what happened, developing empathy and an understanding of how to deal with the situation in future. It also means the children have to take responsibility for their actions and understand the impact of their behaviour.

Play time and lunch time – look warning, verbal warning, walk round with adult, time out (for as long/short as required), sent in to a member of senior staff or reported to class teacher end of play/lunchtime and if necessary, reported to parents.

- If a member of staff (class teacher, senior staff member or any other staff member who deals with an incident) feels it is necessary to send a child in for the remainder of the playtime/lunchtime period then this must be reported to the Learning Mentor for monitoring purposes.

Group Learning

Minor offences will be dealt with by the teacher/adult on duty/supporting a group session. Repeated misbehaviour should be reported to the class teacher, learning mentor, deputy head teacher or head teacher.

Sanctions in school

1. Look – Describe the obvious reality of what the pupil is doing – 'You are tapping your pencil' ' You are swinging on your chair'
 2. Warning – Reminder of what needs to be done – 'You need to put your pencil down, thank you.'
 3. Language of Choice – 'If you chose to put down your pencil we can get on with our learning. If you choose to continue you will miss X minutes of playtime / move to another place in the classroom / miss 5 minutes of the class reward / other suitable sanction.
 4. Sent to another teacher or member of SMT. (*The incident must be reported to the Learning Mentor so that the behaviours can be monitored*)
- Children who disrupt class sessions or do not complete work due to misbehaviour will miss some or all break time or other activities e.g class rewards. (Teachers should ensure that children kept in have adequate supervision, the opportunity to go to the toilet and have a drink. It might be appropriate for the pupil to complete or continue their work at break time. Incidents are reported to the Learning Mentor for monitoring purposes)

If the children continue to make the wrong choice, they will be seen by the Learning Mentor for intervention and have their behaviour monitored. Strategies will include keeping a log of incidents, charts, good behaviour books, home school diary. Realistic targets will be used. All staff should be aware if these are in operation outside the classroom. On these occasions, it may be deemed appropriate to instigate an Individual Behaviour Plan and parenting contract.

- Racist behaviour, bullying, behaviour which is likely to cause injury to self or others, verbal abuse of others, repeated verbal misconduct, inciting others to offend, wilful damage to property **must** all be reported to the Head teacher. It is school policy to consult with parents over serious misbehaviour.
- If misbehaviour continues, the school will implement the ZERO TOLERANCE guidance. A meeting will usually take place between the Head teacher, Learning Mentor, Class Teacher, Child and Parent. The inappropriate behaviour is identified and agreed by all. Positive strategies continue to support the child but no more warnings will be given. The day is broken up into agreed time slots and the child is removed from class for the duration of the zero tolerance if reoffending occurs.
- The Anti-bullying Policy sets out the schools approach to bullying. We use 'STOP' to raise awareness and prevent bullying of all kinds. (Several Times On Purpose / Start Telling Other People). Bullying will **not** be tolerated in any form. Through PSHE and Circle Time, we teach the children to celebrate diversity and difference.
- The Governing Body would be involved only in extreme cases.

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist / Speech Therapist) and a new plan of action / contract may be created:-

- IBP (Behaviour Support Plan)
- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.
- Time scales and regular review dates will be agreed.
- Should the above procedures fail to have the desired effect, the following course of action will be taken:
- Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

Equal Opportunities

- **Gender** - Staff must set the same standards of behaviour for boys and girls.
- **Special Educational Needs** –Treating all children fairly does not mean they should all be treated exactly the same. Each child is an individual. If a child has a long or short-term special behaviour/discipline needs or high needs, all staff should be made aware to ensure consistency.
- **Culture and Religion** - Regard should be given to the culture of the home. It is the school's responsibility to work in partnership with home to agreed models of behaviour and discipline for all children.

Appendices

Zero tolerance guidance – available in school by request

School reward system – available in school by request

Anti-bullying policy – website