

Colburn Community Primary School

Behaviour Policy

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and the use of a restorative approach in all aspects of school life is fundamental to this.

Positive behaviour management is the responsibility of all staff and the wider school community. It requires co-operation and a collaborative approach from everyone. Mutual support, consistency and communication are an essential component of this.

The Positive Behaviour Policy at Colburn Community Primary School is a statement of good practice that covers all aspects of school that contribute to establishing and maintaining good behaviour and a positive ethos, both inside and outside the classroom.

Effective behaviour management is essential for the smooth running of our school. We recognise the importance of teaching how to behave and do this explicitly through our school curriculum and through adults leading by example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as a basic requirement, allowing teachers to teach and children to learn.

Aims

- To promote good behaviour and encourage good achievement
- To support children in learning self-discipline
- To enable effective teaching and learning to take place
- To create a safe and secure environment for children and staff
- To teach children to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of children in their charge and should use effective strategies, rewards and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect and trust with children
- Deal promptly and personally in matters of discipline whenever possible
- Apply a consistent approach through the strategies recommended in this policy or children's individual behaviour plans

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of all children.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

Expectations of children:

- To be prepared to listen and learn
- To control their own behaviour
- To allow others to learn and make progress
- To resolve disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and value the individuality of everyone
- To work to the best of their ability
- To follow school rules

This policy applies to all children whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

Expectations of Staff:

- To provide opportunities for children to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which all children can learn
- To teach positive behaviour and reward this accordingly
- To plan and prepare exciting lessons
- To teach respect by treating children and colleagues with fairness and consistency
- To teach interpersonal skills by promoting positive, supportive relationships
- To implement the school's positive behaviour policy consistently and fairly
- To set useful, interesting and relevant work if an absence from a lesson can be foreseen
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about children and whole class punishments resulting from poor conduct of individuals or small proportions of the class

The role of the class teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and assembly.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the

normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the learning mentor, SENDco or headteacher.

- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Role of the Learning Mentor

- The Learning Mentor will liaise with teaching staff to provide particular support to targeted children to raise achievement and attendance and help them to overcome barriers to learning.
- Provide input to the identification of needs, assessing those children needing extra support and the development of individual action plans for targeted children.
- Work on a one to one basis with targeted children who are underperforming in their subjects to implement and manage an action plan.
- Provide extra support to children through knowledge of a range of activities and opportunities available to them.
- Implement, monitor and evaluate agreed learning/teaching programmes, adjusting activities according to children's needs.
- Support children to access out of school facilities and learning support.
- Provide objective and accurate feedback and reports on the children's achievements,
- Support class teachers to make referrals to external agencies as appropriate.
- Have knowledge of different learning styles and provide advice on how to adapt an activity to accommodate the child's learning style.

The role of the Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Expectations of the Board of Governors:

- To monitor the effectiveness of the school's Positive Behaviour Policy
- To support the Headteacher and Senior Leadership Team in the monitoring of attendance and exclusions of different groups of children

- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required

Expectations of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour policy
- To keep the school aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at parent consultation meetings and, as appropriate, through telephone calls and other meetings
- To encourage and support their child

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school on the school website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If still unsatisfied they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Golden Rules

The school has collectively developed a number of rules (Golden Rules), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others and adopt a restorative approach.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

Encouragement, praise and reward are an essential part of positive behaviour.

At Colburn Community Primary School we support a whole school Rewards System. All staff are expected to engage with the scheme and apply the system consistently. Verbal praise and encouragement should be used often and in every lesson.

We expect:

- Good behaviour
- Punctuality

Our aim is to engage our children, to offer them support, help and guidance to raise their self-esteem and promote a positive outlook and approach to themselves, school and learning.

It is the schools preferred guiding principle to always address the positives in a young person's life.

Effective behaviour management is based on:

- Building positive relationships
- Effective communication
- Negotiation and mediation
- Rewarding positive behaviour and outcomes
- Responding appropriately to children whose behaviour is unacceptable in a clear, timely and consistent manner
- Recognising bullying behaviour and responding to bullying behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- House merits, dotties, teacher certificates, Headteacher awards and celebrating success in merit assemblies
- Children receive 'Golden Time' weekly and golden prizes termly
- Sharing work with colleagues/Senior Leaders
- Displaying good work
- Letters home to parents

Assemblies

Whole school merit assembly each Friday morning in which stickers and certificates will be acknowledged and awarded lead by teachers on a rota/Year 6 children and key stage merit assemblies on a weekly basis.

Chairs will be placed around the hall for children demonstrating appropriate behaviour.

Lunch-time

Lunch-time tokens awarded by supervisory staff. Regular meetings with teaching staff to monitor this. Awarded for behaviour in the hall and on the playground. These are put into 'the golden box'. Each week a number of tokens will be drawn from the box and exchanged for a small prize and a seat on the 'Golden Table'. This brings about a consistency between expectations of behaviour and responses to it, both inside and outside the classroom. MSA will also select children for a lunch time merit once a term.

School Council (Tidy Classroom Award)

A small trophy is provided which can be awarded to one class each week by the School Council for tidiness and cleanliness.

Within Class

'Dotty' stickers or Merits to be awarded at individual teachers' discretion. These will be stuck onto cards. Prizes are awarded as follows:

EYFS

5 = Headteacher
10 = Headteacher

KS1

10 = Class Teacher
15 = Class Teacher
20 = Class Teacher
50 = Headteacher
75 = Headteacher
100 = Headteacher

KS2

50 = Headteacher
75 = Headteacher
100 = Headteacher

The Headteacher's awards will receive a special award - a pencil, pen, calculator or small prize accordingly.

All Merit will be included within the weekly newsletter.

The school acknowledges all the efforts and achievements of children, both in and out of school.

Children will not always behave in the way we may wish and we will then implement a sanction.

If a sanction is deemed to be an appropriate response, discussions would take place, where possible, with the children and parents where appropriate.

A record of sanctions should be maintained by class teachers and monitored by a senior leader.

Most forms of sanction take the form of:

- Reparation
- Restoration
- Restrictions of activities

National Minimum Standards require that staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff it is responded to by constructive measures. Sanctions not permissible include corporal punishment, deprivation of food and drink, removal of personal items, and punishing a group for the behaviour of an individual.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- Withdraw attention
- Provide thinking time for the child
- Re-direction to different tasks
- Rule reminders
- Completion of tasks in social times
- Short periods of 'time out' to reflect, both in class and in a paired class
- Withdrawal of a privilege or 'Golden Time'
- Serious misbehaviour is referred to a senior member of staff
- Serious misbehaviour could result in lunch time detentions
- For very serious misbehaviour we may use fixed-term exclusion
- For even more serious or persistent misbehaviour, the ultimate sanction is permanent exclusion. Exclusion is very rare and each case would be dealt with by the Headteacher with regard to all pertinent circumstances

Consequence Process

Repeated, unacceptable behaviour rather than 'irritations' will be dealt with in the following way:

1. 2x Verbal warnings by teacher
2. Time out within class
3. Time out in another class
4. Time out receives a loss of 5 minutes of 'Golden Time'

No sanction will be carried on to the next week. In this way each child is able to begin school with a 'fresh start'

Colburn Community Primary School has established a set of 'Golden Rules'. The class teacher discusses the 'Golden Rules' with each class to create their own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an

exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Physical Intervention (Please also refer to RPI Policy)

Methods to de-escalate confrontations or potentially challenging behaviour should be used, as physical intervention must be used as the very last resort. It should be used only in exceptional circumstances to prevent injury to any person or when there is serious risk of physical harm. Physical Intervention should not be an option when responding to criminal damage. Any Physical Intervention is not part of a sanction.

In the rare cases that physical intervention is used at Colburn Community Primary School, everything should be done to ensure safety, prevent injury, and maintain a person's sense of dignity and for the minimum amount of time.

Any physical intervention should be based on professional judgement and as the only safe course of action. It should be recorded clearly and promptly in the Restraint Book with copies to significant people, and placed on the child's file.

All staff are trained in Restrictive Physical Intervention (RPI) techniques and receive refresher training every three years.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office

for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy has been checked and approved by governors.

Last reviewed: October 2016

Next review due: October 2018