

Coppermill Primary School



# Behaviour Policy

Approved by the Curriculum and Achievement Committee on: 16 October 2014  
Amended and Ratified by Full Governing Body: 21 January 2016

To be reviewed: Every two years

Amended: January 2016

Next review: Autumn 2016

## **Mission Statement**

We ensure  
that all our pupils thrive as successful learners, through high quality teaching  
within a rich, supportive and safe learning environment

We provide  
a friendly, harmonious and happy community and set high standards of  
respect, behaviour and achievement

We enable  
every child to use their abilities to the full through a broad,  
balanced, differentiated and stimulating curriculum.

### **Our Values**

Respect  
Encouragement  
Teamwork  
Enthusiasm  
Kindness  
Friendship  
Truth

### **Coppermill Golden Rules**

- We will treat everyone with care and respect
- We will take responsibility for our own actions
- We will keep our hands and feet to ourselves
- We will listen and follow instructions
- We will take care of our classrooms and our school
- We will work hard and always try our best

## **Introduction**

Coppermill Primary School has high expectations for behaviour of all members of our community and therefore everyone associated with the school needs to understand and uphold common standards of behaviour. This policy sets out what those standards are, how we seek to encourage positive behaviour and how we manage unacceptable behaviour. This policy is also sensitive to the needs of children at different ages and differing levels of special educational needs and will be applied accordingly.

Parents sign the home – school agreement on entry to our school. See Appendix 1.

## **Aims**

- Encourage and maintain good behaviour and respect for others
- Ensure that there are agreed codes of conduct around the school and that they are known to all
- Promote self-discipline, self-awareness and positive attitudes among pupils
- Promote proper regard for authority among pupils
- Prevent all forms of bullying
- Maintain a supportive partnership between children, staff and parents.

## **Roles and Responsibilities**

### **Role of staff**

Staff play a vital role in helping children to manage their behaviour within class and around the school. At the beginning of each year, each class teacher works with pupils to decide and establish the class rules to encourage good behaviour and ensure these standards are understood and upheld.

Staff will:

- Display the classroom rules/class charter clearly in the classroom
- Promote positive behaviour via the school's reward systems, rules and individualised rewards developed in class
- Provide opportunities in class for children to learn about and understand what is good behaviour and what is unacceptable
- Aim to raise the self-esteem of all children
- Take responsibility for maintaining and modelling good behaviour throughout school
- Treat children with respect.

All staff are responsible for dealing with incidents in and around school. If in doubt they can refer to the leadership team or the behaviour leader.

### **Role of Pupils**

In addition to helping develop the school and class rules, Coppermill pupils are encouraged to:

- Come prepared and ready for school
- Arrive at school on time
- Follow school rules and their class agreement
- Understand their roles and responsibilities in and out of school
- Consider the choices and decisions they make
- Develop and use strategies in dealing with difficult situations and emotions.

### **Role of Parents**

At Coppermill we feel it is vital that parents are involved in their child's academic and social life. It is important that parents and teachers are working together, supporting each other in promoting the aims and values of the school.

We expect parents to:

- Support their child's learning and co-operate with the school
- Inform the school of any changes in family circumstances that may impact on their child's behaviour
- Ensure their child attends school and informs the school of any absences
- Work in partnership with school to reinforce the expectations regarding appropriate behaviour
- Work with the class teacher when necessary to help their child maintain acceptable standards of behaviour.

### **Role of Governors**

Governors will monitor and evaluate the effectiveness of the policy. They will also model high standards of behaviour whenever they are in the school.

### **Positive Behaviour Ethos**

Coppermill's ethos is to be positive, wherever possible, building children's self-esteem and encouraging them to make the right choices. The emphasis will always be on the positive approach of encouragement and praise. There must be a healthy balance between rewards and consequences. We use a range of strategies to promote positive behaviour and manage it throughout the school and in class, such as:

- Explicit teaching of the differences between appropriate and inappropriate behaviour
- Set high expectations for pupils behaviour
- Reminder of school and classroom rules
- PSHE - Personal, Social and Health Education/P4C – Philosophy for Children sessions
- Circle time – opportunities to discuss and find solutions to a range of possible issues such as friendships and conduct
- A smile/thumbs up
- Verbal and written praise
- Feedback to parents/carers.

### **Good to be Green**

The 'Good to be Green' approach is used across the school in combination with promoting and encouraging our high expectations for positive behaviour. Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. Children soon learn to associate staying on green with a feeling of having done the right thing. If a child displays unacceptable behaviour on one day, they can start afresh the following day.

## Rewards

Good behaviour should always be positively encouraged and remarked upon and when warranted, rewarded. There are school reward systems that promote good citizenship and effort in work. The school uses a range of strategies to reward positive behaviour appropriately, such as:

- Raffle tickets contributing to Afternoon tea with the Headteacher
- Golden time
- Midday Team points/stickers/trophy
- Special jobs
- Certificates
- Stickers
- Sharing work
- Stars of the Week
- Celebration assemblies
- Headteacher awards/stickers.

## Managing inappropriate behaviour

When dealing with unacceptable behaviour we are conscious to always maintain a child's self-esteem and that it is the behaviour that is unacceptable, not the child. Consequences should not be used with whole groups and pupils should not be humiliated. Staff will always ensure that the child understands what they are in trouble for and work with the child to establish which of the Golden Rules has been broken. **The severity or level of behaviour will influence how the behaviour is managed.** The school uses a range of strategies to manage inappropriate behaviour, such as:

- Consequences shared, displayed and understood by the whole class
- Presenting inappropriate behaviour as a choice so that children can choose to behave appropriately
- Firming look or talking to the child
- Mentioning a child by name to get their attention
- Instruction approach – *'This is the consequence if you do that again.'*
- Distinction between serious and minor misdemeanours
- Fair and consistently applied consequences
- Flexible use of consequences to take account of individual circumstances
- Individual behaviour charts
- Home/School communication book
- A consequence being accompanied by an explanation for the particular action being taken
- Exploring the effect that the behaviour has had on others and examine the strategies for avoiding similar behaviour in the future
- Encouraging the child to think of or offer some alternative strategies, which might help them in the future
- Reasoning and/or discussion with a child to establish what has happened
- Whole class discussion

- Consulting parents if there is cause for concern before behaviour is a serious problem
- Implementation of a Pastoral Support Plan
- Referral to external behavioural support team.

### Use of Reasonable Force

There are only few occasions in which force may have to be used in order to control or restrain a pupil in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Therefore staff will physically separate pupils who are fighting and if a pupil refuses to leave a room when instructed to do so, may be physically removed. All members of school staff have a legal power to use reasonable force and parental consent is not required. All staff have been provided with appropriate training and advice of when reasonable force can and cannot be used

### Consequences

Persistence and consistency is the key. Children will feel safer if the boundaries are clear. They will feel safe if they know you are being fair. The severity or level of inappropriate behaviour will influence which sanctions are imposed and at what point. This is in line with our warning/reminder system in the ‘Good to be Green’ approach. The school has a range of consequences which are applied when children display inappropriate behaviour. These are listed in the table below.

Examples of inappropriate behaviour	Possible Consequences
Talking at the wrong time/disturbing others in class. Repetitive calling out. Misuse of school equipment. Non – completion of work after adult guidance. Initial refusal to comply with instructions from adults in school. Arguments or disagreements with peers.	Yellow card (two warnings) - Reflection time in own classroom – Maximum time of minutes based on age of child plus an extra minute, i.e. 6 minutes for a child aged 5.  Missing a few minutes of playtime.  Verbal apology.  Red card – (Third warning) Reflection time in another classroom – Maximum time (as above).  Further <b>persistent behaviour</b> will lead to - Staying in at break. Visit to reflection room. Written apology and completion of ‘Thinking sheet’.  Further <b>persistent behaviour over a longer period of time</b> will lead to – Visit/s to Reflection room. Removal of privileges for a set period of

	<p>time, e.g. responsibilities, time on climbing frame, extra-curricular activities.</p> <p>Referral to Behaviour Leader or Deputy Headteacher.</p> <p>Individual behaviour chart.</p> <p>Parents/Carers informed.</p>
Name calling/rudeness to another child.	<p>Verbal apology (1<sup>st</sup> incident).</p> <p>Referral to Behaviour Leader for further discussion.</p> <p>Further <b>persistent behaviour</b> will lead to -  Visit/s to reflection room.  Removal of privileges for a set period of time, e.g. responsibilities, time on climbing frame, extra-curricular activities.  Written apology and completion of 'Thinking sheet'.</p> <p>Referral to Behaviour Leader or Deputy Headteacher.</p> <p>Individual behaviour chart.</p> <p>Parents/Carers informed.</p> <p>If behaviour is <b>persistent over a longer period of time</b> this will lead to –  Referral to the Headteacher.</p>
Physical or verbal aggression towards another child. Physical destructiveness of school or other people's property.	<p>Immediate red card.</p> <p>Reflection time in another classroom –  Maximum time (as above).  A period of internal exclusion.  Removal of privileges for a set period of time, e.g. responsibilities, time on climbing frame, extra-curricular activities.  Written apology.</p> <p>Referral to Deputy Headteacher.</p> <p>Parents/Carers informed.</p> <p>If behaviour is <b>persistent over a longer period</b> of time this will lead to –  Referral to the Headteacher.  Exclusion.</p>
Verbal abuse towards a member of staff.	<p>Immediate referral to Headteacher.</p> <p>Internal exclusion.</p> <p>Written apology.</p> <p>Parents/Carers informed.</p>

	If behaviour is <b>persistent over a longer period</b> of time then this will lead to – Exclusion.
Physical aggression towards a member of staff.	Exclusion.

N.B. The length of exclusion will vary according to the incident.

N.B. Request for exclusion from school – fixed period or permanent. Permanent exclusion is a last resort and would normally happen after the other types of exclusion had taken place.

Records of all serious incidents are logged and appropriate sanctions applied. Those sanctions typical for the various categories are also given below. The Reflection log is checked by the Assistant Headteacher, Senior Behavioural Lead and Headteacher and any children showing inappropriate behaviour persistently will be monitored.

### **Lunchtimes**

There will be a member of the Senior Leadership team available during the lunch break to deal with serious behavioural issues. It is expected that the Midday Supervisor and Midday Assistants deal with matters as they arise and inform teaching staff of any persistent unacceptable behaviour.

To assist in managing and rewarding behaviour each Midday Assistant will award points to classes and children displaying positive behaviour. A class from KS1 and a class from KS2 with the highest points will be awarded the school trophy in assembly to keep in their classroom for the week. Midday Assistants can also award individual stickers to children exhibiting continued good behaviour. Midday Assistants will also use the range of strategies for managing behaviour as agreed in this policy.

At the end of the year the two classes (one from KS1 and one from KS2) who have earned the most points will be taken on a picnic to a local park, accompanied by the Midday Assistants and the class teachers.

**Appendix 1**

**COPPERMILL PRIMARY SCHOOL**



**HOME SCHOOL AGREEMENT**

**Commitment of the school**

As a school we will:

- Aim to create a caring community in which children, parents, staff and governors feel welcomed, valued and respected
- Ensure all children have a broad and balanced curriculum that takes account of the individual needs of children
- Encourage children to achieve their personal best
- Have high expectations of children's behaviour and encourage all children to co-operate with the school rules
- Work in partnership with parents and actively seek parental support
- Keep parents informed about their child's progress, behaviour and any concerns or problems that arise

**Commitment of the family**

As a parent I will:

- Ensure my child attends school daily and arrives on time
- Inform the school if my child is absent by phoning the school prior to 9.00am
- Encourage and support my child with homework, reading, and discussions about their life at school
- Encourage my child to co-operate with the school rules and support the school's behaviour policy to ensure a safe and well-ordered environment
- Encourage my child to do their best at school
- Make sure that my child comes to school appropriately dressed in school colours and that all clothing is clearly labelled
- Keep the school informed about any changes that might affect their child e.g. change of address, medical conditions, family circumstances
- Attend parent teacher meetings and other meetings to discuss progress and behaviour which affect my child including health checks and other appointments
- Make sure that holidays are taken outside of school term time and if exceptional leave is required, it is requested in advance in writing to the Headteacher
- For security reasons I will report to the school office on all visits

Parent/Carers signature:.....

Headteacher's signature:.....

Date: .....