

Coppermill Primary School



Behaviour Policy

Ratified by the Full Governing Body: May 2018

Review cycle: Every three years

Next review: Spring 2021

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

Unity
Creativity
Empathy
Respect
Determination
Aspiration

Coppermill Golden Rules

- We will treat everyone with care and respect
- We will take responsibility for our own actions
- 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.

This policy aims to:

- 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

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.

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. This should be developed with the class to encourage ownership
- 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 Senior Leadership Team.

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:

- Encourage their child to do their best and follow the school's behaviour policy to ensure a safe and well-ordered environment
- Ensure their child attends school daily, arrives on time and informs the school of any absences
- Make sure that their child comes to school appropriately dressed in school uniform
- Inform the school of any changes in family circumstances that may impact on their child's behaviour
- Work with the class teacher when necessary to help their child maintain acceptable standards of behaviour.
- Attend parent teacher meetings and other meetings to discuss progress and behaviour which affect my child including health checks and other appointments.

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
- Setting 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.

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 golden tokens
- Special jobs
- Certificates
- Stickers
- Sharing work
- Stars of the Week
- Celebration assemblies
- Headteacher/Assistant 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.

Where possible, children will be encouraged to reflect on their actions and talk through them with a member of staff and other pupils, where appropriate. This 'restorative justice' approach aims to foster empathy and a deeper realisation of the consequences of their actions.

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

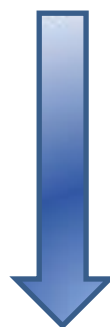
Consequences

Consistency is key: Children will feel safe if boundaries are clear and they know you are being fair. The severity or level of inappropriate behaviour will influence which sanctions are imposed and at what point.

The school has a range of consequences which are applied when children display inappropriate behaviour.

The escalation of sanctions is as follows:

1. Non-verbal rule reminder
2. Verbal rule reminder
3. Time out in class
4. Time out in partner class
5. Reflection room with SLT
6. Parent meeting with SLT
7. Internal exclusion
8. External exclusion
9. Permanent exclusion



Less severe

More severe

Behaviour that warrants a sanction marked in red will be recorded on the behaviour tracker, which is analysed regularly to identify children who are persistently not following the school rules.

Examples of behaviour and possible sanctions:

Examples of inappropriate behaviour	Possible Consequences (in increasing severity)
<p>Low level disruption, for example:</p> <ul style="list-style-type: none"> • 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. 	<ol style="list-style-type: none"> 1. Non-verbal rule reminder/ proximity praise/ general comment reminding pupils of behavior expectations 2. Verbal reminder to specific pupil with warning of consequences 3. Time out in class (if repeated) 4. Time out in another class (if persistently repeated) <p>Further persistent behaviour over a longer period of time will lead to –</p> <ul style="list-style-type: none"> • Visit/s to Reflection room. • Removal of privileges for a set period of time, e.g. responsibilities, time on climbing frame, extra-curricular activities. • Referral to Behaviour Leader or Deputy Headteacher. • Individual behaviour chart. • Parents/Carers informed.
<p>Name calling/rudeness to another child.</p> <p>Note than name-calling of a racist/ sexist/ homophobic nature will immediately be referred to SLT with parents/carers informed.</p>	<ol style="list-style-type: none"> 1. Verbal apology (1st incident). 2. Referral to Behaviour Leader for further discussion. <p>Further persistent behaviour will lead to -</p> <ul style="list-style-type: none"> • 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 • Referral to Behaviour Leader or Assistant Headteacher. • Individual behaviour chart. • Parents/Carers informed. <p>If behaviour is persistent over a longer period of time this will lead to –</p> <ul style="list-style-type: none"> • Referral to the Headteacher.

<p>Physical or verbal aggression towards another child.</p> <p>Damage to school or other people's property.</p>	<ol style="list-style-type: none"> 1. Reflection time in another classroom – Maximum time (as above) 2. A period of internal exclusion. 3. Removal of privileges for a set period of time, e.g. responsibilities, time on climbing frame, extra-curricular activities. 4. Written apology. 5. Referral to Assistant Headteacher. Parents/Carers informed. <p>If behaviour is persistent over a longer period of time this will lead to –</p> <ul style="list-style-type: none"> • Referral to the Headteacher. • Exclusion.
<p>Verbal abuse towards a member of staff.</p>	<ol style="list-style-type: none"> 1. Immediate referral to Headteacher. 2. Internal exclusion. 3. Written apology. 4. Parents/Carers informed. <p>If behaviour is persistent over a longer period of time then this will lead to –</p> <ul style="list-style-type: none"> • Exclusion.
<p>Physical aggression towards a member of staff.</p>	<p>Exclusion.</p>

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 have 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, Midday Assistants and Teaching Assistants (as relevant) 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 golden coins to classes and children displaying positive behaviour. A class from KS1 and a class from KS2 with the highest number of coins will be acknowledged in assembly and receive appropriate rewards, such as extra play. Midday Assistants will also use the range of strategies for managing behaviour as agreed in this policy.