



Context

The Behaviours Policy at Coleridge Primary School is central to our vision and ethos. It runs through the whole school, teaching and providing opportunities for children to learn how to behave appropriately in a range of circumstances. The school's behaviours policy is a document that will be shared, understood and used by the whole school community.

Key Principles underpinning this policy

- children are clear about the rules and expectations of the school
- there are clear rewards and sanctions and the role of the staff is understood
- relationships within the school are respectful
- staff work with parents and parents are involved with their child's schooling
- there is provision within the school for a child's emotional needs
- there is a positive ethos which develops co-operation and consideration
- there is a system to combat bullying
- the school has a system for working with outside agencies for support
- exclusion is only used as a last resort

Core Values

There are 5 central and core values which under pin our behaviours policy and how we expect children to behave at school. We will teach, provide meaningful opportunities and expect our children to be:

1. Reflective
2. Respectful
3. Resilient
4. Caring and Considerate
5. Aspiring

Strategies to promote positive behaviour

- Praise from and to all members of the school community
- Role modelling positive behaviour
- Rewards (see later section)
- Celebrating good and positive behaviour
- Reinforcing positive behaviour throughout the curriculum, particularly through assemblies, PSHE, P4C & circle time
- School Council, bus stop buddies & young leader representation
- Liaising with parents and outside agencies
- Pupils support systems (peer mediators and young leaders)
- Organising visitors, workshops, theatre groups etc. which provide positive role models for the children

Rewards for children to promote positive behaviour are:

The Golden Book - children who show that they have demonstrated one of the core values in their learning or at play will be put in the golden book.

Children who go in the Golden Book 5 times receive a bronze certificate, children entered in 10 times receive a silver certificate, and children who are entered 15 times receive a Gold Certificate which is presented in an assembly. Children who are entered into the Golden Book 20 times receive a prestigious head teacher's award and have Tea with Mr Choueke.

Marbles - classes who demonstrate good behaviour of good attitudes to their learning can earn marbles. 30 marbles won over a week result in that class having 30 minutes of Golden Time on a Friday. Golden Time is a special time provided for children (as a class) where they are allowed to choose an activity. This could be games, Lego, cooking or drawing.

Warm Fuzzies - Warm Fuzzies are used to reward kind words and deeds. The children will nominate someone they think deserves a warm fuzzy, this is done on an ad hoc, as and when basis. A child is nominated for kindness above and beyond the normal call of duty. When the children have filled a jar with warm Fuzzies then a warm fuzzy party is held instead of Golden Time (this usually happens once or twice a year).

Under the Sun - children who behave well in class can have their name put up on the board under sun.

Unacceptable Behaviour

Sanctions for unacceptable behaviour can be applied by all staff and will be appropriately set according to the chart below.

Stage	Unacceptable Behaviours	Consequence
Stage 1	<ul style="list-style-type: none"> • Calling or shouting out • Swinging on chairs • Shouting inside both in classroom and in the corridor • Not following simple instructions • Continuing to talk after countdown • Consistently interrupting others while they are talking • Not joining in an activity during learning time • Not tidying up • Running inside • Talking in assembly 	<p>Child to receive a reminder.</p> <p>If children are caught running inside they will be asked to go back and walk.</p>
Stage 2	<p>Persistent stage 1 behaviour</p> <ul style="list-style-type: none"> • Answering back or arguing with an adult • Disrupting the learning of others • Throwing things in the class room • Name calling • Leaving the room without permission • Refusing to follow instructions • Being deliberately unkind to others • Cheating or disrupting other children's playground games • Swearing 	<p>(After 3rd reminder) Dealt with by LT Member</p> <p>Child to be sent to their year group leader or a different room for minimum of 10 minutes (this time is then to be made up at break or lunch time) .</p> <p>Visits to Year Group leader will be recorded in a behaviour book.</p> <p>If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games. Teachers or TA on duty need to report to child's class teacher.</p>
Stage 3	<p>Persistent level 2 behaviour</p> <ul style="list-style-type: none"> • Persistent swearing • Physical retaliation • Persistent refusal to participate • Challenging an adult • Physical violence • Running or walking away from a teacher • Being abusive or threatening to others • Damage to school property including environment 	<p>Escalated to SLT</p> <p>Child sent to see SLT member.</p> <p>Teacher informs parents of incidents via phone conversation.</p> <p>Child misses lunch and/ or play. Details will be reported to all SLT and year group leader in brief e-mail, details to be logged in a behaviour folder.</p> <p>Child can lose privileges such as representing the school.</p>
Stage 4	<p>Persistent level 3 behaviour</p> <ul style="list-style-type: none"> • Rude or disrespectful remarks about the race, cultures, religion gender or sexuality of others • Verbal abuse to adult • Leaving school without permission • Bullying others • Serious violence resulting in physical injury 	<p>Sent to member of SLT.</p> <p>SLT either call home or arrange meeting with parents.</p> <p>Internal exclusion, child to spend a morning or an afternoon out of class.</p>
<p>Persistent or extremely serious stage 4 behaviour will lead to either a fixed term or permanent exclusion from the school</p>		

Working with parents

The school strongly believes in working in partnership with parents to ensure that all members of the school community contribute to the creation of a positive working environment.

Parents will therefore:

- Treat all members of the school community with respect and kindness.
- All staff are readily available and willing to make an appointment with parents to discuss any concerns. Parents are welcome in the school and are encouraged to discuss any problems.
- Support and work with the school to ensure that the school's policies are upheld and followed.

Parents/carers will be notified at an early stage when the behaviour of their child becomes a concern to the school.

Bullying

Coleridge Primary School does not tolerate bullying of any sort.

'Bullying is a pattern of repeated negative behaviour to one or more children' for example, cyber bullying, malicious gossip, damaging or stealing property, pinching, kicking, teasing, intimidation, racist or sexist comments, creating fear in someone, putting people down, rubbishing people's views or work they have done or their appearance, putting people down, excluding or ostracising people. It is action – verbal or physical – which disempowers someone else.

For more information please see our separate Anti Bullying Policy.

Procedures for the involvement of outside professionals

When necessary, and with the permission of parents we involve outside agencies to advise and support with behavioural difficulties. We may seek advice from an Education Psychologist or the Educational Welfare Officer.

Complaints procedure

The school follows the LA policy on dealing with complaints from parents. Any complaint should firstly be taken to the child's class teacher at the school, and then if necessary to the Headteacher. The complaints policy is available both on the school website and on request from the school office.

Equalities

Coleridge Primary School complies its duties under the Equality Act 2010 and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.