



Behaviour Policy

Context

The behaviour policy at Coleridge Primary School is central to our vision and ethos. It runs through the whole school and its teaching, providing opportunities for children to learn how to behave appropriately in a range of circumstances. We aim for children to feel safe and to help develop respect and empathy for others. Children need to understand the consequences of their behaviour and the impact it may have on those around them. The school's behaviour policy is a document that is shared, understood and used by the whole school community.

Key principles underpinning this policy:

- Relationships within the school are respectful.
- There is a positive ethos which develops co-operation and consideration.
- 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.
- Children understand the rules and expectations of the school.
- Staff follow clear and transparent procedures for issuing both rewards and sanctions.
- There is a clear system to combat bullying.
- The school has a system for working with outside agencies for support.
- Exclusion is only used as a last resort.

School's core values

There are three core values, which are central to our behaviour policy. We encourage our children and the wider school community to be:

1. Creative
2. Caring
3. Resilient

We will provide meaningful opportunities for our children to learn about and explore these values.

Behavioural support

We encourage all children to be the best they can be through positive behaviour management. Children are taught about our core values and these underpin our school community and how we learn, work and play together.

There are a number of strategies we employ at Coleridge to support children with their behaviour, which can either take place as a whole class or can take the form of an intervention specific to an individual.

All the strategies below are designed to encourage and support children to think responsibly about their actions and be resilient enough to deal with issues as and when they occur:

- Circle time
- PSHE programme
- Philosophy for children
- Advice and interaction from the school counsellor
- Therapeutic story writing
- Circle of friends
- Team around the family meetings
- Advice from external agencies

Pupils requiring additional support

During their time at school, some children will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support these children. The school will work closely with parents/carers to identify the reason for these behaviours and to support the child in making necessary changes.

Rewards for children at Coleridge Primary School 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 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 and positive attitudes to their learning can earn marbles. 30 marbles awarded 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 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 the sun.

Unacceptable behaviour

Acquiring good behaviour in different situations is a continuous learning process and sometimes things do go wrong. On these occasions, we strive to achieve a consistent approach involving the school, child and parents, which aims to help the child accept responsibility for his/her actions and understand why they are inappropriate.

Sanctions for unacceptable behaviour can be applied by all staff and will be appropriately set according to the charts in Appendix 1 (Infants) and Appendix 2 (Juniors).

Key Stage 2 reflection room

Where a child's behaviour is deemed to be either at stage 3 or 4, that child will be required to spend some of their lunch play reflecting on their behaviour in the Reflection Room. During that time the child, who will be accompanied by a member of staff, will be required to fill in a reflection sheet. The sheet is designed to encourage the child to think in more detail and reflect on their behaviour and its impact on others in the school community (see Appendix 3 for reflection sheet template). Where a child is unable to fill in a form themselves they will be supported by a member of staff to do so.

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. 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.

Parents are asked to:

- Treat all members of the school community with respect and kindness.
- Support and work with the school to ensure that the school's policies are upheld and followed.
- Be willing to attend sessions with the school counsellor together with their child.

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

Assessment and record keeping

The Year Team Leader and their teaching staff discuss persistent stage 2 behaviour in Year Team Meetings. This is a regular agenda item. Concerns and actions are recorded in the minutes. Any actions put in place are reviewed at the subsequent Year Team Meeting to ensure they have had the desired impact.

Records are also kept of children who have been bullied or hurt. This information is saved in their class folder on the system.

Stage 3 and 4 behaviour is regularly monitored by the school's Senior Leadership Team. The team look for patterns of behaviour and ensure that appropriate strategies are in place.

Please see Appendix 4 for the Behaviour Record Sheet template.

Anti-bullying statement

Rationale:

At Coleridge Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. As a school, we take bullying seriously. Bullying of any kind is unacceptable and will not be tolerated at our school. Pupils and parents should be assured that they will be supported when bullying is reported.

Objectives:

- All children, teachers, non-teaching staff, parents and governors should understand what bullying is.
- All governors, teachers, and non-teaching staff should know what the school Anti-Bullying Policy is, and follow it when bullying is reported.
- All pupils and parents should know what the school Anti-Bullying Policy is, and what they should do if bullying arises.

Definitions of bullying

Bullying is negative behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups; for example, because of race, disability, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats

- name calling
- cyberbullying; bullying via mobile phone or online (for example, email, social networks and instant messenger)

Bullying affects everyone, not just the bullies and the victims. We believe bullying is not an inevitable part of school life or a necessary part of growing up. It is wrong and will not be tolerated in our school. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Please see the school's separate Anti-Bullying Policy.

Involvement of professionals

Coleridge is able to provide a professional, confidential counselling service based in school. The school offers one-to-one therapeutic counselling for pupils, consultation and support to parents, and support in enhancing the pastoral systems across the school.

Counselling offers children a safe space to express and think about things which are troubling them. The school counsellor facilitates this, through a range of creative play, talking and listening; thinking with the child about how they make sense of and manage their difficulties, and how they might handle things differently.

Procedures for the involvement of outside professionals

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

Raising a concern

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

Please visit the school's website for further information on Raising Concerns including the school's Complaints Procedure.

Exclusion

Exclusion from school is a last resort and is avoided if possible. However, in order to maintain a safe environment for all within the school, it is sometimes necessary to exclude children on a *fixed-term* basis.

This can be given for:

- Violent behaviour towards staff members.
- Violent behaviour towards pupils.
- Abusive/aggressive/threatening behaviour towards staff.

- Abusive/aggressive/threatening behaviour towards pupils.
- Refusal to accept authority of the teacher/school.
- Repeated or extreme discriminatory behaviour e.g. racist, sexist etc.

In highly unusual cases, after numerous and repeated fixed-term exclusions, a child may be permanently excluded. As with fixed-term exclusions, statutory procedures will be followed, involving parents at every step and ensuring they are aware of the process, their rights and responsibilities.

Please see the school's separate Exclusion Policy.

Discipline of pupil misbehaviour outside school

The school has a statutory power to discipline pupils for misbehaving outside of the school premises (Section 89(5) of the Education and Inspections Act 2006). We can therefore discipline pupils for misbehaviour under the following circumstances:

- if they are taking part in any school-organised or school-related activity
- when they are travelling to or from school, especially if the child is identifiable as a pupil at Coleridge
- if the child's behaviour could have repercussions for the orderly running of the school
- if their behaviour poses a threat to another pupil or member of the public
- if their behaviour could adversely affect the reputation of the school.

In these circumstances a full enquiry will be carried out to establish the facts. Inappropriate behaviour will be dealt with in a consistent manner, referring to the school's Behaviour Policy. Parents will be informed depending on the severity of the incident.

Equalities

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

Related policies

Anti-Bullying

Complaints Procedure

Exclusions

Safeguarding

Wellbeing

Date of Policy: October 2018

Review date: October 2020

Appendix 1 – Infant Behaviour Consequences Chart

Behaviour Chart



Stage 1

- if I'm talking when I'm supposed to be quiet...
- if I'm not doing what my teacher asks me...
- if I'm shouting and running inside the school...
- if I'm not looking after my classroom...
- if I'm not sharing things with other people...
- if I'm saying unkind things to other people...
- if I'm not listening in assembly...
- if I'm play fighting...

- ...then I'll get a reminder
- ...then I might be told to move carpet spaces
- ...then I might be told to move tables
- ...then I might be told to have some time out



Stage 2

- if I do any of the Stage 1 things a lot...
- if I hurt somebody else on purpose...
- if I fight with other people...
- if I'm rude to my teacher...
- if I'm throwing things in the classroom...
- if I walk away from the teacher when they are trying to talk to me...

- ...then I might have to miss my playtime
- ...then I might have to speak to _____
- ...then my teacher might have to tell the person who looks after me
- ...then I might have to miss Golden Time



Stage 3

- if I do any of the Stage 2 things a lot...
- if I hurt someone badly...
- if I bully somebody...
- if I get really angry and cause a lot of damage...
- if I try and leave school when I'm not supposed to...

- ...then I will have to speak to Mr Choueke or Ms Grimes
- ...then Mr Choueke or Ms Grimes will speak to the person who looks after me
- ...then I will miss my lunchtime play
- ...then I might not be allowed to join in with my class

Appendix 2 – Junior Behaviour Consequences Chart

Stage	Unacceptable Behaviours	Consequence
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 • Being inside without permission at playtime 	<p>If children are running inside, they will be asked to go back and walk.</p> <p>Child to receive a reminder.</p> <p>If three reminders are given out in a session, child is asked to leave the carpet or will miss 5-10 minutes of their playtime.</p>
2	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour (more than three reminders in a session or over the course of a day.) • Answering back or arguing with an adult • Intentionally damaging resources • Running or walking away from a teacher • Disrupting the learning of others • Throwing things in the classroom • Leaving the room without permission • Refusing to follow instructions • Being deliberately unkind to others • Cheating or disrupting other children’s playground games • Swearing 	<p>Year Team leader to meet with the child.</p> <p>If child is disrupting other children due to their behaviour, class teacher can give child ‘time out’ in another classroom or with another adult.</p> <p>Where appropriate, children will make up lost learning time at break or lunch.</p> <p>Year Team Leader will monitor persistent Stage 2 behaviours. (Staff in year team meetings regularly monitor Stage two behaviours.)</p> <p>If children cheat 3 times in a game, they will receive a one-week ban from participation in playground games.</p> <p>Teachers or TA on duty need to report to child’s class teacher.</p>
3	<ul style="list-style-type: none"> • Persistent Stage 2 behaviour • Persistent swearing • Physical violence and/or retaliation • Persistent refusal to participate • Challenging an adult (Persistently answering back or arguing) • Being abusive or threatening to others • Damage to school property, including the environment • Stealing from others 	<p>Escalated to SLT</p> <p>Child sent to see SLT Member.</p> <p>Teacher informs parents of incident.</p> <p>Child sent to the Reflection Room for 40 minutes of their lunch hour.</p> <p>Details are reported to SLT and Year Team Leader in brief e-mail and logged on a behaviour record sheet.</p>

4	<ul style="list-style-type: none"> • Persistent Stage 3 behaviour • Rude or disrespectful remarks about the race, culture, religion, gender, sexuality, disability or family circumstances of others • Verbal abuse to adult • Leaving school without permission • Bullying others (this is persistently targeting another child either physically or emotionally and on more than one occasion) • Fighting with a peer • Serious violence resulting in physical injury • Threatening an adult 	<p>Sent to member of SLT SLT either call home or arrange meeting with parents.</p> <p>Child spends two sessions in the Reflection Room.</p> <p>Where the behaviour is persistent, the child will receive an internal exclusion, where they spend a morning or an afternoon out of class with another member of staff.</p>
Fixed-term External Exclusion	A serious breach, or persistent breaches, of the school's behaviour policy; or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the child or others in the school.	

Appendix 3

Reflection Sheet

Name	Date
	Class
What did I do and why did I do it?	
How did I feel when I acted this way?	How am I feeling now?
How did my behaviour make others feel?	
What could I do differently next time?	
I think this behaviour is stage <input type="checkbox"/> Why?	

Appendix 4

Behaviour Record Sheet

Reported by:	Date:
Investigated by:	Time:
Reported to:	Place:

Child:

Name	Class

Behaviour stage

Stage:	
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Cause of incident (please indicate as appropriate)

No provocation		Sporting or competitive		Other	
Cause not established		Peer pressure			
Disagreement/argument		Escalation of rough play			
Retaliation to lesser incident		Response to verbal insult			
Social upset		Response to a physical response			

Resulting incident

Physical retaliation		Theft		Challenge to instruction	
Physical aggression		Swearing		Attempting to leave school	
Fighting		Sexualised language/behaviour		Bullying	
Throwing objects		Racism		Persistent obstruction to learning	
Damage to school property		Verbal abuse		Persistent unkind behaviour	

Brief detail of incident
Action taken
If stage 3 or 4, What was the parental response: