

Coleham Primary School



Behaviour Policy

Policy Date-Autumn 2018
Review Date-Autumn 2020

Compliant with Education and Inspections Act 2006 Section 89



BEHAVIOUR POLICY

Please read this policy in conjunction with the following policies:

- **Child Protection Policy**
- **Staff Handbook**
- **Volunteer Handbook**
- **Staff Code of Conduct**
- **Anti Bullying Policy**

The Aim of this policy:

At Coleham School, we strive to provide a caring environment in which everyone in the school community can feel safe, respected, valued and happy. By promoting an ethos where everyone lives and works together in a supportive way, we aim for pupils to reach their full potential; emotionally, socially and intellectually.

The primary aim of our behaviour policy is to develop in children a sense of self-discipline and respect for themselves and for others, enabling them to behave appropriately and with consideration, in a range of situations.

This policy is designed to promote good behaviour as well as deterring unacceptable behaviour. We believe that having high expectations, being good role models and rewarding pupils, enables us to promote positive behaviour. When sanctions are needed, this policy outlines the expected procedures for all pupils.

Our Beliefs

We believe that:

- Good behaviour is an essential condition for effective teaching and learning.
- High self-esteem and a positive self-image is a key to good behaviour.
- Motivating and stimulating learning activities, matched appropriately to children's abilities provide a firm foundation for good behaviour.
- A positive, safe and friendly environment creates the conditions that foster personal and social growth.
- Children should play an active role in maintaining good standards of behaviour through peer support and taking responsibility for upholding school rules.
- Children should be encouraged to develop the independence and autonomy to enable them to develop strong personal values in relation to behaviour - having the ability to behave well and appropriately whether in the presence of an adult or not.
- All members of the school community, adults and children, play an important part

in creating and maintaining good behaviour.

- Parents play a vital role in helping to maintain good behaviour - communication with parents is an important factor in helping to maintain high standards in school.
- Clear boundaries and rules, allied with a strong respect for children's individuality enable the school to function happily and well.
- Good communication and mutual respect between all members of the school community encourage a calm and reasoned approach to any issues that arise.

Our expectations of the behaviour of the school community whilst on school property:

- All members of the school community are expected to treat the school building and surrounding grounds with respect.
- Members of the school community are expected to behave appropriately and set a good example to all children.
- Members of the school community are not expected to swear, drop litter, smoke or behave in an inappropriate manner.
- Members of the school community are not expected to approach children who are not their own and enter into disagreements/arguments.
- All contractors or members of the school community, who are not interacting with children, should still maintain a good level of behaviour and treat the school building and staff within it with respect and courtesy.

Our expectations of children and staff:

In every area of the school and in every circumstance, we expect children and adults to behave in an appropriate, respectful manner, observing the following standards:

- **We respect everybody's right to learn and right to be happy.**
- **We are kind, polite, helpful and aware of others' feelings.**
- **We listen carefully to others without interrupting them.**
- **We treat other people the way we would like to be treated.**
- **We look after our school and the things in it.**
- **We try our best, work hard and learn from our mistakes.**
- **We always tell the truth and take responsibility for our actions.**

Strategies:

- All adults in our school provide a positive role model, endorsing and exemplifying the standards we set for the children.
- Teachers plan work appropriately, supporting good behaviour by ensuring that classroom activities are manageable and motivating.
- We ensure that the school environment is stimulating and well organised, providing interesting and fun activities on the playground as well as in school.

- Provision of the 'Coach House Club' nurture group and 'Energy Club', sports activities run by our PE specialist and a range of different playground activities to support children that find playtime difficult.
- Praise. We actively notice and praise all aspects of good behaviour.
- We work to develop a sense of self-worth and personal confidence, helping children to feel able, positive and ready to cope with challenge in relation to social interactions and behaviour.
- In instances of bad behaviour, where staff members need to investigate issues, we communicate with the children involved and we ensure that these conversations take place in a quiet and private place.
- We develop children's empathy and self-awareness, encouraging them to be increasingly aware of the feelings and reactions of others and of their impact on this.
- We encourage the active participation of the children in helping to address behaviour issues, with the school council, year six monitors and playground friends taking a lead in this. They are given strategies for positive, assertive, intervention.
- We deal with children's behaviour and their actions as soon as possible - identifying aspects of behaviour that a child needs to change and providing constructive ways forward for them to help enable positive change.
- On-going staff liaison ensures consistency and fairness and a whole-school approach.
- We communicate appropriately in order to provide support for vulnerable children.
- For children who exhibit persistent bad behaviour, advice and strategies can be sought from specialists at Woodlands Behaviour Centre.
- As a last resort, in very rare instances, physical restraint may have to take place to keep a child safe. Time will be taken after the event to explain to the child why such restraint was used and to gain their views. In such cases, a Physical Restraint form will be completed and shared with parents, who will be requested to sign the form. Staff may seek support from the Senior Team should they require it.

Positive Approaches and Rewards:

- Verbal Praise for displays of good behaviour.
- Coleham Values – these have been developed with the school council. These values are displayed throughout the school. Each year group has its own focus value but all children are able to earn 'values' tickets' for positive attitudes/ effort/achievement in relation to all aspects of school life. Each week, the class that has collected the most values' tickets is rewarded with a golden time. This presentation is shared during the whole school assembly.
- British Values are a focus of PSHE lessons throughout the year and are clearly displayed throughout the school. Sessions can be used generally or to address specific issues.
- A house system, with house points awarded for good achievement in any aspect of school life.

- ‘Star of the Week’ awards in assembly. These are given for positive attitudes/effort/achievement in relation to behaviour or work in class.
- Stickers or ‘smiley faces’ are used as rewards – less frequently as the children become older.
- Headteacher’s awards for excellent work or behaviour.
- Pupil’s work is displayed and celebrated throughout school.
- Playground behaviour books and a raffle ticket prize system, providing feedback about playground behaviour and modeling examples of good behaviour in assembly.
- The ‘playground friends’ scheme.

Communication with parents:

Communication with parents is vital so that any behaviour issues can be dealt with promptly. Where appropriate, staff should either make a phone call or speak to the parents after school, as soon as possible after the event has occurred. Some children will have a home/school log to allow frequent communication between parents and staff.

Incident Report Forms:

If an incident is deemed as being serious or of concern, an Incident Report form should be completed by the member of staff involved (see Appendix 1). These should then be handed to the Headteacher to be filed. These incident forms will be monitored by the headteacher to ensure that actions taken have a positive effect on the behaviour of individual children and used to monitor the effectiveness of behaviour strategies across school.

If a less serious incident occurs during play or lunchtime that needs to be reported to the class teacher, a Breaktime Incident Report slip (see Appendix 2) should be completed by the staff member dealing with the incident, and this should be passed on to the teacher for their information and retained for filing.

Hate Related Crime Forms:

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, we are requested to report prejudice/hate-related incidents to Shropshire Council. Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting sub-group at Shropshire Council. This information is used to help inform community-based interventions to counter the problems identified. Incidents relating to the following characteristics may be reported:

- Race
- Religion/culture
- Sex
- Disability
- Sexual orientation
- Gender identity/presentation

- Age

Behavioural Understanding:

We recognise that some comments/actions may be made by children at primary school age without understanding and/or unintentionally. All such incidents will be investigated fully by members of the Senior Leadership Team. Members of the Senior Leadership Team will report any Hate Related incidents to Shropshire Council (via the reporting form) if such an incident or comment is believed to have a detrimental effect on the victim. Members of the Leadership Team will always liaise with the Headteacher so that an informed decision can be made together before completing this paperwork. If necessary, advice may be sought from the Safeguarding Advice Officer at Shropshire Council or from the Inclusion Team.

Children with Special Educational Needs/specific behavioural needs or other specific needs (e.g. relating to their background or home life):

Some pupils are recognised to have significant or complex needs that require more specialised support. In this case, a consistent behaviour management plan will be drawn up by the SENCO in consultation with other staff members that work with the child, such as the class teachers, TAs, Headteacher and Pastoral Care Team. In these cases there is an expectation to differentiate behaviour management in the same way as we would expect teachers to differentiate for learning. It is important that these children are treated differently as they have different needs. However, it is also very important that the child understands that there will be clear boundaries and consistent consequences for their actions.

It is also recognised that some pupils (e.g. Adopted or Looked After children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used with such pupils if they misbehave. It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through phase/Key Stage/staff meetings), to ensure that all children's needs are fully met.

Different Levels of Behaviour Management for Pupils

The information in this table is intended as a guide to procedures for certain levels of behaviour. However, **it is vital that each case is considered individually, and that the context of the behaviour and the child's needs and personal circumstances are fully taken into account when sanctions are applied.**

Level	Behaviour	Possible Sanctions	Who involved
Level 1	Swinging on chair Interrupting/calling out Being in the wrong place at wrong time (e.g. in school corridor during playtime)	Warning/reminder discussion with child initially Non-verbal signal (e.g. eye contact)	CT TA MSA

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	Running in school building Making silly/inappropriate noises Chatting in class/assembly	If repeated, name on board – miss 5 minutes of playtime Move to amber traffic light	
Level 2	Persistent level 1 behaviours Play fighting Spoiling games for others Name calling	Move to red traffic light Miss larger chunk of playtime (report to SLT on duty) Time out	CT TA MSA
Level 3	Persistent level 2 behaviours Ignoring instructions Affecting other pupil's learning Saying unkind/inappropriate/disrespectful things Spoiling the work of others Leaving the classroom without permission Telling lies Hurting others	Break time incident report slip Informal chat/telephone call to parents Loss of playtime/golden time CT liaise with phase leader Write letter of apology	CT SLT Head of KS/phase leader DHT Parents
Level 4	Persistent level 3 behaviours Damage to school/pupil's property Complete refusal to do a set task Ignoring adults Swearing Answering back inappropriately to adults	Incident report form completed – HT informed Exclusion from lesson – sent to SLT member or HT Meeting between parents and CT or SLT to action plan Letter home to parents	CT KS/phase leader DHT HT Parents
Level 5	Persistent level 4 behaviours Threatening others Persistent bullying Attempting to leave school premises/hiding from staff Stealing Bringing something dangerous into school	Formal meeting between parents and HT Letter home to parents Possible fixed term exclusion	HT plus at least one other member of SMT
Level 6	Persistent level 5 behaviours Intentional hate-related crime incident Physically hurting an adult Seriously hurting another pupil with intent	Meeting between parents and HT Pupil planning meeting with an officer from the LA Fixed term exclusion Permanent exclusion	HT Possibly governors and LEA Police CSO

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR MANAGEMENT

Responsibilities of all Staff (teachers, TAs, MSAs, Admin staff, caretaker)

- All staff should be positive role models.
- All staff should praise/reward good behaviour and give pupils opportunities to feel success and share their achievements.
- All staff should remain calm and objective when dealing with behaviour.
- All staff should ensure that pupils listen and are listened to.

- When dealing with incidents, all staff should try to ascertain the root cause of the problem and discuss the consequences. They should help pupils to realise that they are in control and can bring about a change.
- If a member of staff deals with a serious incident, they should complete an incident report form and hand this to the Headteacher for filing.
- Staff responsible for supervising play times and lunchtimes should be vigilant at all times and deal with things swiftly and calmly as they occur.
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.
- MSAs are expected to use the suggested scripts when dealing with bad behaviour at lunchtime.

Responsibilities of the Headteacher and Senior Leadership Team:

- Ensure the health, safety and welfare of all children in the school.
- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour and investigate incidents reported on incident forms.
- Report to Governors, when requested, on the effectiveness of the policy.
- Report to/meet with parents/carers when necessary
- Monitor behaviour on the playground and in the dinner hall during lunch break.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.
- Support continued understanding amongst other staff in school in relation to developing behaviour management strategies.

Responsibilities of teachers:

- Offer a curriculum that enables pupils to engage.
- Give pupils opportunities to develop interpersonal and social skills.
- Ensure that children clearly understand the boundaries and what is expected of them in the classroom. Teachers should discuss expectations at the start of every year and remind children at regular intervals.
- Develop a class charter with children at the beginning of the year to give them greater ownership of the rules put in place.
- Work in partnership with parents or carers, informing them about their child's welfare or behaviour.
- Anticipate behaviour and try to prevent it from occurring.
- Ensure that incidents of bad behaviour are dealt with by following school policy.

- Work with the SENCO to create behaviour plans when these become necessary for certain children.
- To complete risk assessments for any children in their class who they feel (in consultation with the SENCO) presents a risk to themselves or others and therefore needs a Risk Assessment. Ensure these risk assessments are communicated with other staff in school (e.g. through phase meeting, TA/MSA meetings) and updated when necessary.
- To complete an Individual Behaviour Management Plan for any children who exhibit extreme behaviour in school and need a more detailed behaviour management plan. It is the teacher's responsibility to communicate this plan to parents, gain their views and communicate it/make it available to other members of staff in school (TAs, MSAs, Admin staff, caretaker and other teachers).
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.

Responsibilities of the Pastoral Care Team:

- Foster a calm, objective and positive approach to behaviour management.
- Provide an environment in which children can openly discuss their emotions and behaviour.
- Listen, discuss and make suggestions as to how pupils may manage their own emotions and behaviour positively.
- Work in partnership with teachers to support children who are finding school expectations difficult to follow.
- To feedback to teachers, TAs, MSAs and other school staff regularly regarding relevant information about individual children they are working with in school in order to ensure that they have up to date information about them.
- Work with outside agencies to support pupils as appropriate, e.g. Woodlands
- Work in partnership with parents, discussing issues and providing support as required.
- Attend regular training to update their skills with regard to behaviour management and specifically: de-escalation techniques; nurture group training; learning mentor training and communicate and share any training with other members of staff, as appropriate.

Responsibilities of pupils:

- Respect, care for and listen to others.
- Obey the school rules.
- Behave in accordance with Coleham and British Values.
- Behave in a safe and sensible way.
- Discuss their own behaviour and try to resolve problems positively.
- Value and take responsibility for the environment.
- Be aware of their own emotions and actions and take responsibility for these.
- Apologise when they make a mistake.

Responsibilities of parents, Carers and Families:

- Promote positive behaviour at home in order to have continuity between home/school.
- Inform the school (teacher, headteacher or pastoral care team) if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Inform the school (teacher, headteacher or pastoral care team) if they feel that the behaviour of another pupil is impacting on the child's emotional well-being.
- Support the school by discussing any incidents of bad behaviour with the school and with their child.
- Support the school when reasonable sanctions to punish a child have been used.
- Communicate with the school if their child has any complex needs or relevant background information which may affect how staff at school deal with their child in relation to behaviour management.

Responsibilities of the Governing Body:

- Support the school in the implementation of the policy.
- Give advice, when necessary, to the headteacher about disciplinary issues so that they can take the views of governors into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Communicating this policy to the School Community:

Hard copies of this policy will be available outside the school office for all parents and on the website as an electronic version. All staff will receive a copy of the policy via email and it is included within the staff handbook. New parents will be directed towards the policy online and new reception parents will be offered copies at our induction evening. Governors will receive an email copy of the policy and the contents of the policy will be discussed at our Curriculum Committee meeting.

Appendices:

Incident report form

Breaktime incident report slip

Physical Restraint form

Risk Assessment

Individual Behaviour Management Plan

Suggested scripts for staff at breaktime/in school

Glossary of Terms

Appendix 1

Coleham Primary School Incident Report Form

Pupil Name:

Class:

Staff member completing report:

Date and time of the report:

Date and time of the incident:

Details of the incident:

Action taken:

Have parents been informed? Notes:

Appendix 2

Break Time Incident Report Slip Coleham Primary School

Pupil Name:

Class:

Staff member completing report:

Date of the incident/report:

Details of the incident:

Action taken:

Appendix 3

Coleham Primary School Physical Restraint Incident Report Form

Name of pupil	
Name of staff member	
When and where the incident took place	
What happened and why was the force necessary?	
Details of any injury sustained by pupil, other pupils or staff member	
Details of damage to property	
Actions taken	
Have parents been informed?	

Signed by member of staff _____

Signed by parent/carer _____

Date _____

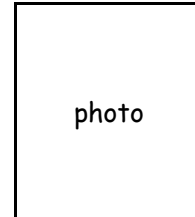


Appendix 3

Child Risk Assessment Form

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Pupil Risk Assessment



Class

Teacher

Hazard	Risk to Whom	Present Controls	Additional Controls	Potential Severity	Likelihood of Occurance	Risk Rating
Additional Risks						
Activities that cannot be safely managed						



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Assessed by: Class Teacher

Assessed by: Job Title: Review Date
Reviewed at least annually, more often if necessary

Risk Rating Key

Severity:		
Fatality = 5	Major Injury = 4	Minor Injury = 3
Damage to Property = 2		No Injury = 1

Likelihood:
Probable = 3
Occasional = 2
Improbable = 1

<u>Risk Ratings:</u>		
Up to 6 :		need attention, but generally not urgent - LOW RISK
Between 6 and 11:		require action, with priority dependant upon where in the range they lie - MEDIUM RISK
Above 11:		requires urgent action
Between 13 and 15:		the activity will almost certainly have to stop until risks are reduced to an acceptable level - HIGH



Appendix 4

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

PUPIL NAME:	DATE OF BIRTH:
CLASS GROUP:	DATE OF ASSESSMENT:
CLASS TEACHER:	REVIEW DATE:

GENERAL STATEMENT OF NEED

IDENTIFICATION OF RISK

Describe the foreseeable risk	
Is the risk potential or actual	
List who is affected by the risk	Self <input type="checkbox"/> Staff <input type="checkbox"/> Other Pupil <input type="checkbox"/> Other <input type="checkbox"/>

ASSESSMENT OF RISK

In which situations does the risk usually occur? (possible triggers)	
How likely is it that the risk will arise?	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
If the risk arises, who is likely to be injured or hurt?	Self <input type="checkbox"/> Staff <input type="checkbox"/> Other Pupil <input type="checkbox"/> Other <input type="checkbox"/>
What kinds of injuries or harm are likely to occur?	



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How serious are the adverse outcomes?	
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AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY						
Focus of measures	Measures to be employed Ensure foreseeable risks identified are addressed				Level of risk	
Proactive interventions to prevent risks (normal, individualised planning e.g. symbolised timetable, own workspace etc)					Low	
					Medium	
					High	
Early interventions to manage risks					Low	
					Medium	
					High	
Reactive interventions to respond to adverse outcomes if above fail.	T-Wrap		Figure of Four		Low	
	Single elbow		Floor Hold		Medium	
	Single person Double Elbow				High	

STAFF TRAINING ISSUES		
Identified training needs	Training to be provided to meet needs	Date training completed

NAME	SIGNATURE	DATE



Appendix 5

Script for use in school

1) Explain what the pupil is doing wrong and what the impact of their bad behaviour is.

“.....(*pupil's name*). I have noticed that you are
.....(*behaviour*). I'd like you to stop because
.....(*impact of behaviour*).”

e.g:

“Sally. I have noticed that you keep calling out. I'd like you to stop because this is interrupting our learning.”

“Tom. I have just watched you running in the corridor. I'd like you to stop because you may fall or hurt somebody else.”

2) If they continue, give a clear warning.

“.....(*pupil's name*). If you continue,.....(*sanction*).”

e.g:

“Sam. If you do that again, you will have to miss 5 minutes of playtime.”

“Emma. If you don't stop that, I will talk to your parents after school.”

3) Allow take up time or thinking time.

“I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment.”

e.g:

“I'm going to help Paul for a minute so you can think about what choice you're going to make. When I come back to your desk I need to see that you've made a start.”

“I'm going to wait here so you can come and apologise when you are ready. Please come back to me in a minute or two.”

4) Acknowledge compliance and praise them.

“Thank you(*pupil's name*). I am really pleased you decided to make the right choice. Well done.”

OR Continue with the sanction given in your warning.

“OK(*pupil's name*). Because you have chosen to continue to.....(*behaviour*), I am going to(*sanction*).”

e.g:

“OK Ella. You've chosen to carry on doodling on the whiteboard. You'll be staying in at break for 5 minutes. Now get on with your work so that you don't lose any more of your break.”

Script for use at playtime/lunchtime

1) Explain what the pupil is doing wrong and what the impact of their bad behaviour is.

“.....(*pupil's name*). I have noticed that you are
.....(*behaviour*). I'd like you to stop because
.....(*impact of behaviour*).”

e.g:

“Sally. I have noticed that you are calling Hannah ‘Smelly’. I'd like you to stop because it is unkind and it is upsetting her.”

“Tom. I have just watched you grabbing Andrew's arm. I'd like you to stop because this is dangerous and you might hurt him.”

2) If they continue, give a clear warning.

“.....(*pupil's name*). If you continue,.....(*sanction*).”

e.g:

“Sam. If you do that again, you will have to stand at the time out stop for 10 minutes.”

“Emma. If you don't stop that, you will have to go and explain your behaviour to Ms Jones.”

3) Allow take up time or thinking time.

“I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment.”

e.g:

“I'm going to help Paul for a minute so you can think about what choice you're going to make. When I come back to your table I need to see that you've picked up the food on the floor.”

“I'm going to wait here so you can come and apologise when you are ready. Please come back to me in a minute or two.”

4) Acknowledge compliance and praise them.

“Thank you(*pupil's name*). I am really pleased you decided to make the right choice. Well done.”

OR Continue with the sanction given in your warning.

“OK(*pupil's name*). Because you have chosen to continue to.....(*behaviour*), I am going to(*sanction*).”

e.g:

“OK Ella. You've chosen to carry on playfighting. Go and stand at the time out stop for 5 minutes. If it happens again, I will have to send you to stand with Ms Jones.”

Appendix 6

Glossary

CSO:

Community Support Officer

CT:

Class Teacher

DHT:

Deputy Head Teacher

HT:

Head Teacher

KS:

Key Stage

LEA:

Local Education Authority

MSA:

Midday Supervisory Assistant/Lunchtime Supervisor

PCT:

Pastoral Care Team

School Community:

The various individuals, including staff, governors, pupils, family members and other visitors, who attend the school or interact with the people in it.

SLT:

Senior Leadership Team

SENCO:

Special Educational Needs Coordinator

SLT:

Senior Leadership Team

TA:

Teaching Assistant