

Colcot Primary School

Behaviour Policy

September 2017



Following a discussion with Year 6 pupils and members of the School Council (June 2016) the HT has reviewed the policy and made amendments as suggested by the pupils.

Actions to be addressed

All class teachers and adults in the school MUST follow the Rules, Rewards and Consequences fairly and consistently.

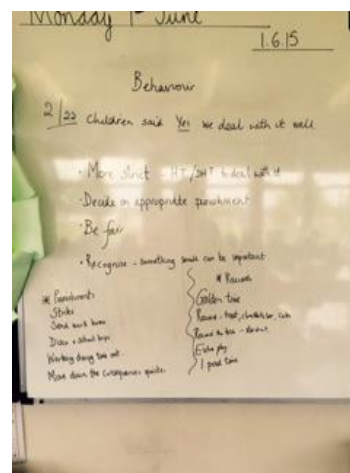
This will lead to all pupils having a clear understanding of appropriate and inappropriate behaviour.

HT to discuss the policy with all members of the school community – MDS, Office Staff.

This will lead to the systems in place being used fairly and consistently.

HT to devise a child friendly policy and school council 2015 – 16 to discuss and share with all pupils.

This will lead to a clear understanding by all of the systems in place.



1. AIMS AND STANDARDS

Foreword:

Discipline at Colcot Primary School is based on a behaviour strategy which promotes positive attitudes towards behaviour and is founded on praise and rewards. Children make choices about their own behaviour based on rules, rewards and consequences. Good behaviour is a vital part of school life as it permits and promotes learning and successful interpersonal relationships. Unacceptable behaviour / breaches of discipline should not be allowed to interfere with the right of other children to learn and progress. Every member of staff, every pupil and every parent should be made aware of, be involved in and be supportive of the School Behaviour and Discipline Policy in order for it to succeed. The help and support of parents is essential. All members of staff have a responsibility to maintain this Policy at all times.

Our Aims:

1. To make school an interesting, enjoyable, safe, secure and caring environment for children's learning.
2. To provide a structure in which children, adults and parents know what is expected of them and what strategies are provided to reward good behaviour and to deal with behaviour problems.
3. To encourage all children to care and look after each other and (while respecting other religions) to follow the aims, ethos and teachings of the Christian faith as well as the School values.
4. To ensure our mission statement is central to all that we do.

Mission Statement

At Colcot we are committed to inspire, motivate and challenge all learners through a stimulating, nurturing learning environment where children are at the centre of all we do. We create the best opportunities to enable all children to excel on their journey to becoming confident and independent lifelong learners. To achieve this we will have high expectations and promote mutual respect.

We will work towards achieving these aims by:

1. Developing and fostering mutual respect between adults and children, children and children and adults and adults.
2. Building up self-esteem and self-worth by praising and rewarding good behaviour and by developing positive attitudes.
3. Providing effective discipline for effective learning.
4. Providing strategies to promote self-control and expecting children to take responsibility for their own actions.
5. Providing help and support where it is needed for any child who finds difficulty in managing their own behaviour.
6. Taking account of any disabilities of children or adults in the school.

Standards of Behaviour expected at the School

Children are expected

- to show respect towards each other, staff and visitors
- to respect each other's property and take care of the school building and equipment
- to be well-behaved and attentive in class
- to walk (not run) when moving around the school
- to avoid violence or retaliation
- not to use bad or abusive language

A departure from these standards of behaviour will be dealt with under this Policy as a breach of discipline.

Bullying

Bullying is a serious breach of the above Standards of Behaviour and a disciplinary offence. The School attaches particular importance to identifying and preventing bullying at school, to dealing with it effectively if it occurs and to educating children to have zero tolerance of it. The School therefore has a separate School Anti-Bullying Policy covering these issues

Behaviour outside the School Context

Children's' behaviour outside school on school business, for example on school trips or sports fixtures, may be dealt with under this Policy as if it had taken place in school. The Head Teacher may deal with other behaviour outside school under this Policy if she considers that there is a clear link between that behaviour and the maintenance of good behaviour and discipline at the school.

Staff Responsibility

It is important that all staff maintain the school's discipline message not only by what they say but also by what they do. Good behaviour and school discipline should be actively promoted by:-

- Accepting responsibility for pupil behaviour outside as well as inside the classroom and building.
- Accepting responsibility for all pupils, not just those in their class.
- Sharing problems and successful strategies for dealing with individuals
- Pursuing common standards of discipline.
- Always informing the Class or Head Teacher of incidents or problems with a child
- The Class Teacher or Head Teacher keeping parents informed.

All staff actions, words and behaviour send out important signals. They speak louder than any rules, sanctions or rewards about what the standards of discipline really are and what the ethos of the school is all about.

Pupil Participation

Children have opportunities to take part in Circle Time throughout the school and also in discussions during Personal and Social Education sessions ("PSE"). This means that children are able to discuss issues with their peers and an adult. It also gives the children opportunities to talk about their feelings.

Children identified through NBAR and Boxall Profiling, receive additional support from trained ELSA LSAs at least one afternoon per week to share their problems and discuss solutions. Provision is made for children with more severe needs.

Parental Partnership

Co-operation and partnership with parents is essential for the success of this Policy. All parents will be kept informed of any unacceptable behaviour on the part of their child. The first point of contact between parents and school should normally be the child's Class Teacher. If unacceptable behaviour continues, parents will be invited in to discuss issues with the Class Teacher and / or Head Teacher / SLT. The Head Teacher may wish to put in place or agree with parents a Behaviour Plan, Pastoral Support Plan or other strategies. In more serious cases, outside agencies may be contacted for support or advice and multi -agency meetings may be arranged if necessary

2. MANAGEMENT OF BEHAVIOUR AND DISCIPLINE - CONSEQUENCES

At our School, we show children that we care. They know not only that good behaviour is approved and rewarded, but also that other behaviour is unacceptable. We teach them that both good and unacceptable behaviour carries with it very real consequences. We make children aware of the Standards of Behaviour expected of them. In addition, within each Class, children will have agreed School rules and rewards which are displayed and will be aware of the consequences if they break them.

RECOGNITION AND REINFORCEMENT OF GOOD BEHAVIOUR

Individual positive recognition will include:

- praise
- stickers

- Positive communication with parents, notes etc.
- special privileges
- free choice
- Merit awards / raffle tickets
- Stars of the week and monthly Superstars

Children are often sent to the Head Teacher, Deputy Head Teacher or another Class Teacher in recognition of good behaviour or good work.

Praising Good Behaviour

We believe praise and encouragement to be the most powerful of all rewards. A child who feels valued will grow in self-confidence and will achieve more.

The school operates a rewards scheme which allows children to receive individual points that count towards a weekly total for their School House.

The School will continue to commend pupils in appropriate circumstances by such means as acknowledgement in School Assembly, use of School reports and letters to parents. Friday's assembly each week is devoted to celebrating the children's' achievements. In addition to the award of certificates, children are also identified for commendation for their work, behaviour or achievements in other areas.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Procedure and Discretion

The appropriate disciplinary response to unacceptable behaviour will depend on many factors including the age of children involved, past behaviour, relationships between children and (often) the need for a prompt response to an incident. The Class Teachers and the Head Teacher therefore have wide discretion as to how they deal with any particular incident, but (both in establishing what happened and in deciding on consequences) they will always be fair both to the apparent offender and to any others involved.

Classroom Management

Classroom rules have been written and agreed as a whole staff. There are two rules, which cover all aspects of acceptable behaviour and there is a series of consequences which all staff follow consistently along with the phrase 'You have chosen to... and the consequence of this is....' There is within these consequences a severe step which allows for a member of SLT to be called immediately. The rewards for good behaviour are clearly displayed and followed to promote this type of behaviour.

Class Teacher – Consequences

All staff follow the clear stepped approach. This is:

1. Warning
2. 1 Minute off play
3. 2 minutes off play
4. Move to a different area of the classroom
5. Move to a different room (DHT to be informed and a meeting arranged at playtime with the child where a Think Sheet is completed and taken home)
6. Headteacher called
7. Severe clause (straight to HT/SLT, all other steps missed).

Head Teacher – Consequences

In the event of significant or persistent unacceptable behaviour, the Head Teacher will deal with the matter. A Class Teacher may decide to refer a child to the Head Teacher at (severe) stage. Children should normally only be sent to the Head Teacher when the strategies outlined above have been tried but behaviour is not improving or when the matter is serious enough to warrant the Head Teacher's immediate attention.

Class Phones

Every class is able to have direct contact with HT or SLT to support managing any behaviour issues. There is never a need for staff or children to have to leave the classroom in order to ask for support from SLT.

The Head Teacher has wide discretion in deciding on appropriate action. Examples of the consequences of a referral to the Head Teacher are as follows:

1. Meeting with Class Teacher and child to discuss the problems with behaviour to date
2. Time for child to reflect on behaviour and to discuss with the Head Teacher any situations with which the school could become involved.
3. Letter to parents explaining the situation and a warning from the Head Teacher to the child about the next stage of consequences if behaviour does not improve.
4. Letter to and meeting with parents in school to discuss the situation with their child present and agree on a way forward.
5. Involve outside agencies and set up an individual Behaviour Management / Pastoral Support Plan
6. Fixed-term or Permanent Exclusion

Exclusions

Fixed Term or Permanent Exclusion is an extreme consequence of bad behaviour and is usually (although not always) imposed when other strategies have been exhausted. It is expected to be rare at our School. In considering exclusion, the Head Teacher will follow the Welsh Assembly Government Guidance. In the Head Teacher's absence the Deputy Head Teacher assumes this role.

A child is at significant risk of exclusion from our School for serious misconduct causing the Head Teacher to believe that allowing the child to remain in the school would seriously harm the education or welfare of the child or of others in the school. The following are examples of behaviour for which (depending on the circumstances) a child might be excluded

- An act of violence or repeated aggressive behaviour towards peer groups and/or members of staff.
- Calculated or repeated bullying
- Persistent use of bad language /verbal abuse
- Inappropriate sexualised behaviour.
- Repeated verbal or other harassment because of race, colour, ethnic origin or disability
- Stealing or deliberate damage to property
- Leaving the school without permission
- Possession of illegal drugs
- Repeated disruptive behaviour in the classroom or during lessons, in the Hall or in the playground.
- Disregard of instructions which causes danger to others

Fixed term exclusions will normally be for 1 – 5 days depending on the seriousness of the incident and the child's previous disciplinary record.

A child may be permanently excluded for one very serious breach of discipline even if their record is good and there have been no previous fixed-term exclusions. Examples of "one-off" unacceptable behaviour justifying such strong action include serious violence, supplying illegal drugs at school or threatening the use of a weapon

Special Needs and Disability

The Class Teacher or Head Teacher will take account of any recognised disability or Additional Learning Needs of a child when taking disciplinary action.

The School intends that all children with significant behavioural difficulties will be considered for Additional Learning Needs with an Individual Education Plan (IEP). Implementation of any IEP will be monitored by the Special Educational Needs Coordinator (SENCO) and the Class Teacher. All other staff involved (Learning Support Assistants, Dinner Supervisors etc.)

will be informed of the targets set. If behaviour does not improve, consideration will be given to progressing to School Action Plus and involving outside agencies

3. BEHAVIOUR AND DISCIPLINE -- SPECIFIC SITUATIONS

Playground

The playground rules are:

1. We show respect for people, property and the environment.
2. We look after each other and play safely.
3. We are always polite, kind and friendly.
4. We say sorry if we hurt or bump into anyone by accident.
5. We follow instructions straight away.
6. We line up as we are expected to, as soon as we hear the whistle.

Typical Rewards

- Extra time on the playground.

Typical Consequences for Unacceptable Behaviour

- Time out on playground
- Miss a playtime (sit/work in building)

Wet Playtimes/Indoor Play

There will be times when children are unable to go onto the playground because of the weather. During these times then:

1. Children must stay in their own classroom.
2. Class teachers will make available quiet games, scrap paper and crayons etc., comics/books to read.
3. All classroom rules still apply.
4. There is one adult on duty between two classrooms.
5. Year 6 monitors to play games etc. in other classrooms.
6. IWB used to show appropriate films and TV programmes.

After- School Clubs

We encourage children to take part in our after-school clubs, but they may be temporarily or permanently banned from a club for unacceptable behaviour at the club or in school generally.

Swimming

All children are expected to behave sensibly during these lessons. They must listen carefully to the teachers' instructions and act upon them. All safety rules must be adhered to at all times. If at any time a child cannot act responsibly, they may be excluded from the Swimming lesson.

School Trips

Before the trip, class teachers will discuss with their classes what is expected of them in terms of behaviour and organisation. They will also remind children to be polite and to promote the good name of the school in the community. Where behaviour is not acceptable or causes concern that a child's safety would be compromised on a school trip, then typical consequences would be:

1. Parents will be notified.
2. A letter of apology to the venue or leader to be written by the child.
3. The child may not be allowed to go on further trips in the future until behaviour improves.

Behaviour Management Policy - pupil overview

At Colcot Primary School:

- We understand what is acceptable and unacceptable behaviour.
- We know what the rewards are for good behaviour.

Positive recognition will include:

- praise
- stickers
- Positive communication with parents, notes etc.
- special privileges
- free choice / Golden Time / i.pad time
- Merit awards / raffle tickets
- Stars of the week and monthly Superstars

Children are often sent to the Head Teacher, Deputy Head Teacher or another Class Teacher in recognition of good behaviour or good work.

- We share our concerns and worries with our class teachers and adults in our school.
- We know that unacceptable behaviour WILL be dealt with fairly and consistently.

Consequences for unacceptable behaviour:

All staff follow the clear stepped approach. This is:

1. Warning
2. 1 Minute off play
3. 2 minutes off play
4. Move to a different area of the classroom
5. Move to a different room
6. Headteacher called
7. Severe clause (straight to HT/SLT, all other steps missed).

In severe cases or following repeated incidences of unacceptable the school may issue a fixed term or permanent exclusion

Colcot Primary School Think Sheet

Name: _____ Class: _____

The rule I chose to break:

Tick (✓)

To show respect towards each other, staff and visitors	
To respect each other's property and take care of the school building and property	
To be well behaved and attentive in class	
To walk (not run) when moving around the school	
To avoid violence or retaliation	
Not to use bad or abusive language	

I chose to.....

I should have.....

Signed: _____

Date: _____

Teacher Comment:

Signed: _____

Date: _____

Dear Parent/Guardian,

Your child has made some poor choices in school today. As you know we have high expectations regarding our pupils' behaviour and this sheet is to let you know what happened and how it has been dealt with. Please could you discuss the matter with your child and sign and return at your earliest convenience. Should you need to discuss the issue further with me please let me know. Thank you for your continued support.

Mr O'Connell Deputy Headteacher

Parent Signature: _____

Date: _____

Comment: _____
