



Behaviour Policy

Dated: September 2020

Renewal date: September 2021

INTRODUCTION

The mission statement for our school reads:

We Believe We Respect We Belong We are Coaley

We strongly believe that in order for pupils to aspire and achieve, they need to be taught the importance of choosing responsible behaviours and recognise the impact that this has on themselves and others. To do this they need to be equipped with an understanding of the school's core Christian values and related behaviours and how these relate to everyday situations.

This policy outlines the principles and strategies implemented in school to ensure that all pupils are aware of what is expected of them, how they will be rewarded if they display appropriate behaviours and consequences that will be followed if they make the wrong choice of behaviour. Our policy is based on POSITIVE reinforcement and the teaching of good behaviour through our values.

PRINCIPLES

To ensure that the strategies outlined in this policy are effective, it is important that all adults working in school adhere to the following principles.

We require all staff, volunteers and students to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, respect, care and courtesy.

Stakeholders will teach our values and related behaviours as well as knowledge and skills and refer to the values when talking about positive or inconsiderate behaviour. We expect all stakeholders to consistently apply and show our values.

We work in partnership with pupil's parents. Parents should be regularly informed about their child's behaviour by the class teacher so that we can share positive comments about behaviour and also work with parents to address any recurring inconsiderate behaviour.

Our School Vision and Values

All aspects of behaviour management are linked to our core values. Our values and vision were drawn up in consultation with pupils, staff and other members of our school community. We use these values to support our school vision making them easily relatable to situations as well as being easy for the children to remember when they feel angry or upset.

Value	Behaviour
Humility	Humility is making wise choices
Respect	Respect is being polite
Courage	Courage is being bold
Forgiveness	Forgiveness is being a good friend to everyone
Compassion	Compassion is being kind
Truth	Truth is being honest

Rewards for positive behaviour

In order to recognise those children that choose to follow the rules, a system of rewards has been agreed to ensure that as a school we are promoting and rewarding good behaviour at all times.

Rewards are as follows:

- Children are given individual Dojo points for good behaviour and/or good work on the day. The Dojo system then notifies parents of the award so this can also be celebrated at home.
- Children are also given team points and these are celebrated at the Celebration Worship on a Friday.
- The Proud Cloud is used as part of the values system where children's names are put on the Proud Cloud as acknowledgement of good work, showing positivity, displaying values and behaviours etc. Proud Cloud Certificates are given out at the end of each week.
- Growth Mind-Set certificated are given out each week for a child/ren who show positive attitudes to learning.
- Values certificates are given to a child/ren who best demonstrates our value of the week.

Class Behaviour System

All pupils start at the same point every day on the 'sunny cloud/green ladder rung'. (OFF TO A GOOD START)

For low level disruptive behaviour children will place themselves on 'warning' which is a rainy cloud/orange ladder rung. If the behaviour continues then the child would move to 'a thunder cloud/red ladder rung'.

A 'thunder cloud/red ladder rung' is for any inappropriate physical contact with another child. E.g. a hit, or kick etc. As well as disruptive behaviour in class or at play and lunch times.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

If a child chooses not to follow the school values and rules and displays inconsiderate or inappropriate behaviour staff will initially give a non-verbal sign of disapproval and then a verbal comment, i.e. initial positive comment to others modelling good behaviour.

If a child continues to demonstrate unacceptable behaviour, the following procedures will be followed throughout the school:

Children will not necessarily follow the stages in a sequence as the sanction will match the child's action and behaviour.

All children start the sunny day/green ladder rung – 'Off to a good start'

- Stage 1: Verbal reminder of unacceptable behaviour.
Reminder to use class rules and new 'bubble' rules.
Reference made to Values display and +ve behaviours and rewards
3 verbal warnings issued.
- Stage 2: Children moved onto 'Warning' stage, rainy cloud. Name moved onto warning sign.
- Stage 3: Thunder cloud stage. Miss a playtime and spend it in the Owls classroom, supervised by either Mr Lucas or Mrs Lowe – CT to contact parents by Dojo. Child to write a letter of apology to outline poor choices and actions to fix them.
- Stage 4: Unacceptable behaviour continues within week. Miss a playtime and lunchtime supervised by either Mrs Lowe or Mr Lucas at playtime and at lunchtime. At this stage there is likely to be a discussion with parents regarding setting up an individual behaviour plan with SENCo and SLT.
- Stage 5: Exclusion process begins. However, during the current situation, it is likely that the offer of schooling will be withdrawn.

Our normal rewards and sanctions will apply during this time, which still include the ultimate sanction of exclusion, as long as the Executive Headteacher can ensure that any decision to exclude is lawful, rational, reasonable, fair and proportionate. We would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breach of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Once children have served their sanction they go back to sunny/green 'Off to a good start'.

Examples of unacceptable Behaviour:

The consequences outlined above will be applied if children choose to demonstrate inappropriate behaviour which affects the learning of others, for example:

Shouting out in class
Disrupting other children in class
Talking during lessons and an inappropriate quantity of work produced
Silly noises
Making marks on other children's work
Throwing equipment in class

More serious inappropriate behaviour would likely to result in them being moved onto Stage 3 - 5:

Bullying – verbal and physical
Theft and dishonesty
Vandalism and misuse of property
Racist or obscene behaviour
Swearing
Insolence to any adult
Any physical activity towards a child or staff member

If it is considered necessary pupils may be excluded from selected events, i.e. trips, team games, and visits or asked to spend time in another classroom (for up to a day).

PLAY TIME AND LUNCHTIME RULES

It is imperative that children follow the agreed school values at all times, including playtimes and lunchtimes. We want all children to enjoy the social occasion of eating their lunch with the other children and to enjoy playing with each other. As a result, a list of rules has been drawn up in order to promote good behaviour in the dining hall and playground in addition to the general school rules.

REWARDS AND CONSEQUENCES AT PLAYTIMES AND LUNCHTIMES IF CHILDREN CHOOSE TO FOLLOW OR NOT TO FOLLOW THESE RULES**REWARDS**

Praise
Dojo points
MDS award notelet.

CONSEQUENCES WHEN EATING OUR LUNCH:

1st warning: child reminded of expected behaviours
2nd warning: moved to another table away from friends
Behaviour system followed as outlined above.

CONSEQUENCES IN THE PLAYGROUND

Child reminded of acceptable behaviour.

First warning - verbal – discuss values and behaviour related to them.

Second warning – tell the class teacher at the end of playtime.

If unacceptable behaviour continues, Mrs Lowe or Mr Lucas will be called to speak to the child and, if required, issue either a warning or time out sanction.

TRACKING OF PUPIL BEHAVIOUR

Pupil behaviour will be tracked on CPOMS

If a child receives a time out parents will be informed via Dojo.

If a child receives more than one time out in a week the EHT will phone parents. If needed a behaviour plan will be put in place.

Bullying (See anti bullying policy)

Bullying is a totally unacceptable form of behaviour. We take bullying very seriously.

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

Bullying will not be tolerated in school but we would wish to distinguish between:

Single incidents which will be dealt with through the procedures described earlier:

Repeated, systematic or continual incidents will be, regarded as serious bullying.

All allegations of bullying will be taken seriously and investigated thoroughly. When investigating accusations of bullying, staff will follow these procedures:

The Executive Headteacher should be informed.

Be very careful of accusing unless substantial evidence is gathered or witnessed by an adult.

We may act on children's comments but accusations of guilt do require proof:

The class teacher or Executive Headteacher will inform parents. The children involved may be at this meeting to provide their views.

Individual Behaviour Targets

For some children with special educational needs, it may be appropriate to introduce specific behaviour targets as part of an Individual Education Plan. If this is considered necessary, parents will be fully consulted and involved in the process.

Use of Physical Restraint

Some adults employed by Coaley C of E Primary have the authorisation to physically restrain a pupil if the need arises if they have attended relevant training. Staff are trained to do use physical restraint using the Team Teach training programme. Any physical

restraint will be carried out in line with county guidance as set out in the document 'Guidance on the Use of Physical Interventions' The control must be reasonable in all cases to prevent the child from doing any of the following:

Committing a criminal offence

Injuring themselves or others

Causing damage to property

Exclusion from School

If it is considered appropriate to exclude a child for any length of time from school, procedures followed will be as those outlined in the County Council policy (can be shared upon request).

Section 89 Education and Inspection Act 2006

Determination by Executive Headteacher of behaviour policy

(1) The head teacher of a relevant school must determine measures to be taken with a view to ensuring:

- promoting, among pupils, self-discipline and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

(2) The Executive Headteacher of Coaley CofE Primary must in determining such measures—

- act in accordance with the current statement made by the governing body under section 88(2)(a), and
- have regard to any notification or guidance given to him under section 88(2)(b)

In Coaley, the standard of behaviour which is to be regarded as acceptable must be determined by the Executive Headteacher, so far as it is not determined by the governing body.

The measures which the Executive Headteacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

The measures which the Executive Headteacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the

conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

The measures determined by the Executive Headteacher under subsection (1) must be publicised by him in the form of a written document as follows—

- he/she must make the measures generally known within the school and to parents of registered pupils at the school, and
- he/she must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).