

Colmers Farm Primary School's

Behaviour Policy



[Rights Respecting Schools' Article/s](#)

A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Colmers Farm Primary School

Behaviour Policy

At Colmers Farm Primary School we acknowledge children's behaviour is central to the learning process and is an intrinsic element of our education. As a school we recognise the importance of having clearly stated values and shared beliefs among all staff which underpin expected standards of behaviour and quality of relationships. This is promoted through our school rules and our school values. All classrooms have their own class rules which are used to reinforce the school ethos.

We recognise the relationship between low levels of emotional literacy and poor behaviour. We therefore strongly believe in promoting self-esteem, self-discipline and a responsibility to others. The behavioural environment is key, and we are constantly working to improve the context in which our children learn. We seek to develop emotional intelligence as a key to helping our children become socially and educationally successful. Fundamental to our school's ethos is our commitment to supporting children to make the right choices and to encourage children to express their emotions appropriately. Without this crucial work, we believe that where poor behaviour is a barrier to learning, outcomes for our children will be of no lasting significance.

Links with other policies

The behaviour policy is linked with the following policies:

- * Anti-Bullying policy;
- * Exclusions policy;
- * Safeguarding policy;
- * Social media policy;
- * Single equalities policy;
- * SEN policy.

What the law says

The Head Teacher must set out measures in the behaviour policy which establish the standard of behaviour expected of pupils. These standards aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work

The Head Teacher is responsible for determining the school standards of behaviour and any disciplinary penalties when standards are not met. The behaviour policy is made available to view on the school website and parents are signposted to this when it is reviewed annually.

The Colmers Farm Rules

Our school rules are clear and simple and can be applied to all behaviour. The rules focus on three words:

- Ready
- Respectful
- Safe

Our aim is to promote positive attitudes, respect and ownership of behaviour.

Staff use the rules to highlight the behaviour they want to see around school. We ask children, “Are you ready, are you being respectful, are you being safe?” Expectations are reinforced through assemblies and the hidden curriculum, in the way staff interact around school and the way they talk to pupils. There is a high a standard of behaviour expected of all pupils at all times.

Each class uses a recognition board to focus on one goal for the day; for example, ‘quiet voices’; ‘putting hands up’; ‘listening and responding’. The recognition boards have a pocket for each child, which is empty at the start of the day. As children are spotted behaving in the expected way, a green card is slotted into their pocket. The aim is for each child to have a green card in their pocket by the end of the day. Once earned, these cards should not be removed during this day.

Blue cards are used as a system of recording behaviour. In this system, a child receives 2 reminders and if the behaviour persists a circle is drawn around the rule they need to follow (ready, respectful, safe) a second warning results in another circle and if the child continues to display the undesirable behaviour a third and final circle. Children should be given the time to rectify their behaviours before additional circles are given. *Extreme behaviours can result in skipping stages.*

There is space on each blue card for the adult to write a short description of the undesired behaviour. The child should record how they put their behaviour right, on their blue card. It is the responsibility of the teachers to provide sanctions for children who receive 1 circle on their blue card when the child will miss playtime or 10 minutes of lunchtime play. The Pastoral Team and SLT will support for persistent behaviour choices as per the Blue Card flow chart.

Good behaviour in school is rewarded by purple House Point tokens. Children are given a house at the start of each academic year and house points are awarded in class and around school for high standards of behaviour and attitude to learning. The house with the most points at the end of each half term receives an afternoon reward. In KS1 there are additional behaviour rewards in place including stickers.

Hot Chocolate Friday is used when children go consistently ‘above and beyond’ in their attitude and behaviour. Children can receive a Hot Chocolate Friday nomination from an adult which then goes in to the Hot Chocolate Friday box. Each Friday eight names are pulled out at random to join the Hot Chocolate Friday group hosted by the Head Teacher or another member of the senior leadership team.

Mid-day supervisors are encouraged to award stickers and have gold house point tokens to give out when they see children supporting the Colmers Farm rules. Gold tokens are awarded during unstructured times (playtime and lunch time). These are worth 2 points each.

If children demonstrate exceptional behaviour in class reward postcards are completed and handed to the office who will post them to the child's home address.

The Nest is also used as an early intervention for children needing support with their behaviour choices. Rather than acting as a reactive measure where children are sent to time out, the Nest is more effective when we 'get in front' of behaviour, supporting each child to make good choices in their day. The Nest holds intervention groups for children and also supports parents with managing behaviour at home.

A lunch time club operates to support identified children to manage their unstructured time during the lunch hour where they are supervised and supported by staff with the aim of re-integrating them back into playtimes with their peers.

Staff are encouraged to use scripts for dealing with behaviour incidents. These scripts are set out in the Paul Dix book, "When adults change, everything changes". The aim of the scripts is to reduce the time given over to discussions about behaviour and also to ensure responses are consistent across the school.

Where work is missed in class, as a result of poor choices, work can be sent home by teachers with a covering letter, also known as an 'Imposition Letter'.

Guiding Principles

This policy acknowledges the school's legal duties under the Equality Act 2010, in particular with regard to safeguarding and in respect of pupils with SEN.

The following key aspects of school practice are taken in to consideration in order to contribute to improving the quality of behaviour:

- a consistent approach to behaviour management;
- strong school leadership;
- classroom management;
- rewards and sanctions;
- behaviour strategies and the teaching of good behaviour;
- staff development and support;
- pupil support systems;
- liaison with parents and other agencies;
- managing pupil transition;
- organisation and facilities.

Teachers' responsibilities

Teachers have a responsibility to uphold the standards as set out by the Head Teacher. Teachers will support behaviour throughout the school regardless of their allocated year group.

All paid staff are responsible for promoting the school standards and agreed code of conduct (Colmers Farm Code). The code of conduct is supported by classroom and lunch time charters.

Children need to be made aware that there are behaviour expectations both in and outside school and staff have a duty to uphold these expectations.

Monitoring and Reporting Behaviour

All staff are responsible for reporting incidents of poor behaviour, including racist and homophobic incidents and use of bad language. E-safety concerns must also be logged. Behaviour must be recorded in a timely manner to ensure that the correct procedures are followed and parents are notified if appropriate. Behaviour is recorded on the school's electronic reporting system.

Parents are given regular reports of children's behaviour including at the end of the day, on Parents Evenings and via school reports. Parents are also informed via telephone in line with the Blue Card Flow chart. (see appendix)

The Head Teacher will provide a termly report to Governors which will detail the number of blue cards issued, number of homophobic, racial and e-safety incidents and details of any Fixed Term and Permanent exclusions.

Training

Our staff will be regularly be provided with training on managing behaviour throughout the year as part of their ongoing professional development. This will also form part of the induction process for all new staff.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Consequences for poor behaviour

Corporal punishment is illegal in all circumstances.

Where a child fails to follow the behaviour standards, teachers are responsible for implementing consistent and proportionate sanctions. These sanctions should be implemented under the following conditions:

- Decided by a paid member of school staff or a member of staff authorized by the Head Teacher;
- Made on school premises or while the child is under the charge of a member of staff;
- Ensure that the child continues to access their rights and is in accordance with the Equality Act 2010.

As a school, we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy and will consider whether a multi-agency assessment is necessary.

When poor behaviour is identified sanctions are implemented consistently and fairly. Disciplinary measures include:

- 2 verbal warnings leading to a blue card if behaviour is repeated;
- Phone call home to parents leading to a meeting in school where necessary;
- Staying in at play time or lunch time to complete missed work;
- A letter of apology written during play times;
- Loss of privileges e.g. football at lunch time;
- Time out in the Nest;
- Behaviour monitoring books/ charts.
- Imposition Letter sent home.
- Use of reflection room.

Missing a curriculum Subject such as art, PE or Forest School due to poor behaviour choices is not permitted, *unless there is an identified safety risk*.

Where children complete a lunch time consequence and reflection activity, reasonable time will be given for the child to eat, drink and use the toilet.

While sanctions are used, we recognise behaviour management is best promoted by positive behaviour reinforcement. We work carefully with a child experiencing difficulty, investing in their individual needs to find a solution.

In a more extreme case the school may use fixed term or permanent exclusion. This is only used once all other channels and strategies have been exhausted.

Teaching staff are permitted to confiscate, retain or dispose of a pupils' property as a consequence as long as it is reasonable in the circumstances. Pupils should not be bringing in to school items that can be a distraction to learning.

Senior Leaders in the school are permitted to search without consent if staff believe a child is in possession of a prohibited item and the child is refusing to comply. Examples of prohibited items are:

- knives and weapons;
- stolen items;
- alcohol, tobacco, illegal drugs;
- fireworks;
- any article that has been or is likely to commit an offence. Cause personal injury or damage to property;
- any item banned by the schools rules.

Where a person is searching without consent, two adults will be present. Parents will be informed. Police will be informed where the item confiscated causes an offence.

Malicious accusations

The school takes every opportunity to foster and maintain positive relationships between staff, pupils and parents. In the event of an accusation against a member of staff there will be a thorough investigation involving the police and social services where necessary. If a pupil is found to have made a malicious or false accusation against a member of staff, appropriate action will be taken which may result in a review of their place at school.

The Governing body is responsible for the pastoral care of staff accused of misconduct.

Use of reasonable force

Some staff at Colmers Farm Primary School have undertaken Team Teach training in order to have the option to employ positive handling strategies safely when needed. Reasonable force may be used to prevent pupils committing an offence, injuring themselves or others, or damaging school property.

This is very much a last resort and is only used once all other de-escalation techniques have been exhausted or when there is an immediate risk to a person or property, or they are causing significant disorder.

A record of all positive handling is completed by the staff member involved and kept by the Pastoral Manager.

Quiet room

The Nest at Colmers Farm Primary School can be used in extreme cases where a disruptive child can be placed in an area away from other pupils for a limited period. Reasons for removing a child to the Nest will be to prevent pupils committing an offence, injuring themselves or others, or damaging school property.

If a child is using the Nest, two adults will be present and where it is safe to do so, one will be with the child in the room, employing de-escalation techniques to calm the situation. If the adult needs to come out of the room for their own safety, both adults will stand at the door monitoring the child so that re-entry can be agreed. The aim is always to remove the child from the Nest as soon as it is judged by the staff that the child is ready.

When a child uses the Nest, their parents will be informed.

Working outside of the classroom

When a child receives the third blue card circle they must spend time completing work out of the classroom, as per the Blue Card flow Chart. This allows children to complete work in an environment with no distractions, where they cannot disrupt the learning of others. Children are supervised by a member of the Nest team or by a member of SLT.

Children on the SEN Register

The school's behaviour policy is consistently enforced by all adults in school. Colmers Farm acknowledges that there are children in school for whom the policy in isolation will not be sufficient and therefore require a personalised provision. This is reflected through a child's One Page Profile document which is written in collaboration by Class Teacher, SENDCo, pastoral team, parents and pupil. Personalised provision can be put in place for any part of the school day. One Page Profile are regularly reviewed and targets amended to reflect the child's current needs.

The Governing body's statement of behaviour principles

The Governing body believes that behaviour is a product of the interaction between the individual, school, family, and community and therefore the relational trust that exists between the school and home is key to a harmonious community.

With this in mind the school will ensure that parents are informed at the earliest opportunity if the following actions need to take place:

- screening and searching pupils;
- reasonable force/physical contact/ positive handling is employed to ensure safety (Team Teach);
- discipline outside the school gate or when a child is not in the charge of a member of staff;
- working in partnership with other agencies to support behaviour.

Written By

Emma Wheale
Deputy Head

To be reviewed as required