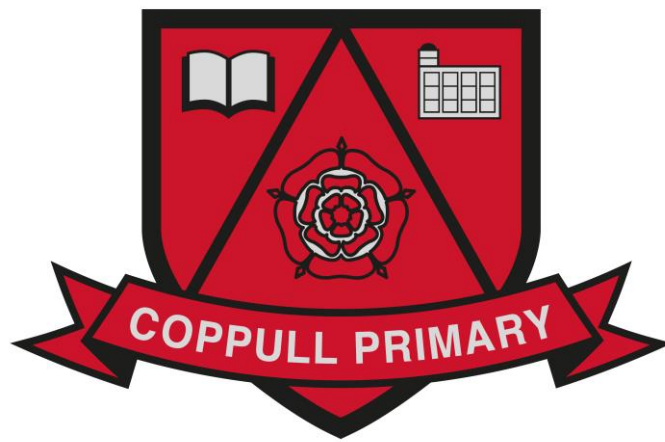


Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

BEHAVIOUR POLICY

SCHOOL VISION AND AIMS

We believe children who leave Coppull Primary School should be well prepared for their future lives and hold happy memories of their time here. We focus on providing high quality teaching across all year groups to target accelerated progress for all pupils in order to raise attainment. We aim to provide life experiences through trips, visitors, clubs and competitions to enhance and support the work undertaken across the curriculum. We are committed to providing high quality support for children so that they come to school ready to learn.

School ethos

- At Coppull Primary Schools and Nursery we aim to generate a positive ethos, presenting our school as welcoming and attractive with wellbeing high on the agenda.
- We believe that within a secure, but well-ordered environment, each individual is able to develop personally, and part of a community, with both rights and responsibilities.
- We feel it is essential to promote high, but nevertheless realistic expectations.
- We promote a sensitivity to the needs of others and attach importance to the careful transmission of positive values.

Equal opportunities

- Each member of the school community is given an equal opportunity, regardless of gender, race, religion, cultural or social background, to achieve his/her potential, including any provision to cater for special educational needs and disabilities.
- All members of staff are valued as a key resource. The professional development of all staff is a key issue in helping raise children's achievements, and training is supported and encouraged for all categories of staff.

Children's learning

- At Coppull Primary School and Nursery we seek to develop the whole child - intellectually, emotionally, socially, physically and morally allowing that each child learns in different ways and at different paces.
- We place importance on first hand experience and building on the child's own experiences.
- Learning should be relevant, in a meaningful context, and enjoyable.
- We seek to match work carefully to each child's stage of development, through continuously assessing each child's achievements and potential.
- Every child is given full and equal access to the National Curriculum through carefully planned curriculum policies and schemes of work.
- We believe each child has the right to experience success and to develop a good self image with positive self esteem. We try to avoid situations that lead to failure.

Home and School

- We place great emphasis on building effective partnerships between home and school, based on trust, understanding and confidence.
- We see parents as the first educators of their child.
- We greatly value the contributions that parents have to make both in the education of their own child, and also in the general life of the school.
- We aim to create many opportunities for parents to be informed about school policies, and the progress and welfare of their child.
- We encourage parents to communicate any concerns to the class teacher using Class Dojo or by arranging a mutually convenient time.

Behaviour

- We place great importance upon fostering good behaviour amongst all pupils.
- We promote a system of positive reinforcements, where we seek to encourage and reward good behaviour and achievement through a system of rewards and merits.
- We are alert to the possibility of bullying and deal with any reported incidents swiftly and effectively.
- We use an online system CPOMS to monitor behaviour. All staff record incidents of misbehaviours in addition to any safeguarding concerns.

GOLDEN RULES

All children are introduced to and reminded of our five golden rules. These form the basis of all expected behaviour in school and are presented as follows:

At Coppull Primary School and Nursery:

1. We respect one another
2. We respect our own and other people's property
3. We listen when someone is speaking
4. We do what we are asked to do
5. We keep our hands and feet to ourselves

The rules are displayed in golden frames around school and in all classes. When a child is demonstrating poor behaviour or attitude, the member of staff dealing with the situation is expected to point out which of the five golden rules are being broken.

HOW WE PROMOTE GOOD BEHAVIOUR IN OUR SCHOOL:

1. Developing the self-esteem of all members within our school community.
2. Maintaining consistent and high expectations for good behaviour.
3. Providing orderly, well managed school and classroom environments where children feel safe and secure.
4. Providing a differentiated curriculum matched to pupils' needs and abilities.
5. Providing appropriate levels of quality supervision.
6. Rewarding good behaviour in all contexts.
7. Modelling appropriate communication with one another.
8. Exercising our 'Duty of Care'.
9. Allowing pupils to take responsibility for their own behaviour.
10. Using the PSHE curriculum and circle time.
11. Developing home/school links.
12. Liaise with outside agencies to promote good behaviour in the wider community.
13. Regular checks are made to ensure that the basic needs of the children are met.

CONSISTENT USE OF REWARDS TO MOTIVATE AND SUSTAIN GOOD BEHAVIOUR

1. Verbal praise and non-verbal signals e.g. thumbs up, smiling
2. Acknowledging the everyday well-behaved children through the Good to be Green programme.
 - 20 minutes of Golden Time is awarded to children who stay on green for the whole week. Ten minutes is deducted for a yellow card and twenty minutes deducted for a red card.

- If a red card is given after a yellow card in one day (or half day in the younger years), this supersedes the yellow and a total of 20 minutes sanctions are lost which is taken from golden time and the same amount of time from break time or lunch time
 - Any yellow/red cards that are received on different days will be accumulative in golden time lost and minutes lost at break/lunch times.
 - Children with additional needs which impacts on their behaviour will be afforded extra support to manage their behaviour. Any identified children will have a personalised graduated traffic light system. This will be consistently used in all classes.
 - Children who stay on green for the entire week place their good to be green card into a box as they enter the hall for celebration assembly. A card is then drawn during assembly from each key stage and a small prize awarded to the winners.
 - Children who remain on green for a half term earn a group reward, for example time on the local park or a visit from the ice-cream van.
 - Children who stay on green for a whole year will receive a certificate and a badge. This continues each year with a bronze, silver and gold award for the different years and a special Headteacher's award is given in the final year.
3. Stickers given out in class on individual merit.
 4. Individual class rewards systems.
 5. Housepoints are awarded for good work or behaviour.
 - These are collected and counted by class teachers and children are awarded individual certificates as follows: bronze-100, double bronze-200, silver-300, double silver-400, gold-500, double gold-600, platinum-700, double platinum-800.
 6. Pupils celebrate their achievements with other classes and with subject leaders and senior leadership team.
 7. Focus behaviours such as good manners week are built in throughout the year.
 8. Celebration assemblies to which parents are invited. Certificates are presented for: values, merit, curriculum.
 9. Each half term trophies are presented as listed:
 - Merit
 - Endeavour
 - Cheerful enthusiasm
 - Values
 - Sports
 - Working Hard and Playing Fair
 - Knowledge
 - Achievement
 - Progress
 - Respect
 10. There are also two Leavers' Cups which are presented to Year 6 children for consistent good behaviour and hard work throughout their time at Coppull Primary School. Parents are invited to this Leavers' Assembly.
 11. Values tokens are given out by all staff members to reward children for displaying the value of that half term. All children who have received a token receive a certificate. Our school values are respect, resilience, honesty, patience, happiness, kindness.

12. Additional motivating rewards may be adopted by class teachers to support individuals or whole classes with behaviour. These must not undermine or supersede whole school policy.

STRATEGIES TO HELP REDUCE INAPPROPRIATE BEHAVIOUR

Underpinning principles

- Treat all pupils with dignity at all times and all interactions should be underpinned by this.
- Allow children time to calm down.
- Give children time to explain.
- Give children choices and a calm space to enable them to self-regulate and make the right choice.
- Have a stepped approach, and let the person who is dealing with the problem get on with it without others getting involved.
- Separate the behaviour from the person.
- It should always be made explicit that any action taken as a result of inappropriate behaviour will be time limited and that a fresh start will always be given the following day.
- Any responses to be certain and predictable.
- Be fair and consistent – the behaviour is dealt with consistently whoever the child is.
- Be calm-otherwise pass on to someone else to deal with – it is acceptable to withdraw and pass it on.
- Be non-judgemental.
- Adults need to model good behaviour.
- Use judgement on when to intervene to prevent a situation escalating.
- Be assertive not aggressive.
- Don't take issues personally and don't make the consequence personal.
- Recognise if children take responsibility for their actions.
- Avoid focusing on secondary behaviours e.g. "Look at me when I'm talking to you."
- Be reflective and eliminate issues that could precipitate poor behaviour.
- Don't use trips and visits as sanctions as this is separate to the behaviour and the specific incident.

INTRODUCING CONSEQUENCES FOR POOR BEHAVIOUR

1. Adopt an approach whereby the teacher sets a limited menu of positive choices from which the pupils must choose.
2. Alternatively point out the consequences of making positive or negative choices with different outcomes. This gives the child time to reflect and make the right choice.
3. Allow the child time reflect and process.

SUGGESTED TECHNIQUES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

1. Low key- non-hierarchical techniques
 - a. Tactically ignoring the behaviour to lessen the impact
 - b. Praise pupil for correct behaviour
2. Non-verbal understood signals
 - a. Eye contact and praise when confirmed
 - b. E.g. point to good sitting sign
3. Positive casual
4. Proximity – walk up near to where the behaviour is showing concern
5. Positive modelling

6. Rule reminder
7. Name, pause, direction
8. Redirection – refocus child on expected/ required behaviour

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Good to be Green

- All classes display a good to be green chart in a prominent position. All children's names are displayed and are accessible to the children.
- All children begin the day on green.
- Low level behaviour is dealt with by way of a verbal warning from the class teacher or teaching assistant.
- A stop and think card will be issued if the same low-level behaviour persists. No further sanctions are given for a stop and think. It is simply a visual warning prompt.
- Yellow warning: If problem behaviour persists then the child receives a yellow card. This means that the child misses 10 minutes of break or lunch time (whichever one is next-or the following day if issued in the afternoon) and 10 minutes of golden time on the next Friday. If a child receives a red card then their parent/carer should be contacted via Class Dojo or in person/by telephone and given details about the nature of the behaviour incident.
- If a child on yellow continues to misbehave, they are then given a red card. At this point the child is sent to a partner class and will miss 20 minutes of break or lunchtime (whichever one is next-or the following day if issued in the afternoon) and 20 minutes of golden time on the next Friday.
- If a child receives a red card, then their parent/carer should be contacted via Class Dojo or in person/by telephone and given details about the nature of the behaviour incident.
- The child's name is placed back on green at the end of lunch time (EYFS and KS1) or at the end of the day (KS2). Any yellow and red cards received still stand and should be recorded on a class record which is then collated for The Headteacher's report to governors.
- If a child continues to be disruptive in the partner class, they are then sent to a member of the senior leadership team, then to Miss Parkinson (Deputy Headteacher) if the behaviour persists. Children are only sent to the Mr Chambers (Headteacher) as a last resort or ultimate sanction.
- If a child receives 3 red cards, then they spend a day away from their class with a member of staff 1:1. Parents/carers must be informed prior to this taking place.

*Exceptions are made for low level disruption for children on Individual Behaviour Plans or children who have special educational needs.

Stepped approach for children on red				
	Step 2	Step 3	Step 4	Step 5
Rowan	Child works in a partner class; class work needs to be completed	Child works with available member of the senior leadership team (not LP/MC)	Miss Parkinson	Mr Chambers
Willow				
Oak				
Elm				
Pear				
Chestnut				
Maple				
Beech				
Cedar				

Cypress				
Sycamore				

Partner Classes
Rowan and Willow
Oak, Elm, Pear
Maple, Chestnut, Beech
Cedar, Cypress and Sycamore

PLEASE NOTE

1. No adult working in school is allowed to administer any form of physical punishment or to physically manhandle a child. **This is a statutory regulation.**
2. Excessive use of verbal reprimand/shouting by an adult directed at a child can, in the law, be deemed as abuse and formal proceedings can be instigated if a complaint is made.
3. Where inappropriate behaviour repeatedly causes concern and is not modified by any of the above strategies, staff need to work with the SENCO to produce an IBP (Individual Behaviour Plan). If the problem persists, then further referrals will be made in consultation with parents.
4. Where a child is presenting with behaviour that could cause harm to them or to others, Team Teach strategies for de-escalation or restraint should be used. Only staff who received the training should administer any physical intervention. Assistance should be sought so that a child and a member of staff are not alone in this situation. A member of senior SLT should be sought in this situation.

STRATEGIES FOR DEALING WITH MORE SERIOUS BEHAVIOUR DIFFICULTIES

Exclusion/outside agencies

- 1) Some behaviour causes concern and is not modified by any of the above strategies. This may result in implementing the Lancashire County Council Exclusion Policy and/or involving outside agencies as appropriate. The school will work closely with parents to seek help and advice for their child.
- 2) Exclusion
 - For the most serious incidents, the child can be given a fixed term exclusion in line with LCC policy. Parents are contacted immediately and the incident and exclusion explained verbally, as well as the parent being given the relevant LCC documentation and letter of exclusion.
 - On return to school, following an exclusion, the child is interviewed with parents and ground rules for re-admission agreed, to enable the child to understand the very serious nature of exclusion and that it is not to be taken lightly.
 - Permanent Exclusion following LCC guidelines can be used for the most serious situations where fixed term exclusions and interventions by appropriate agencies are having no impact.
- 3) Involving outside agencies
It may be necessary to liaise with parents and as appropriate make referrals to outside agencies. This could include: -
 - Children and Family Wellbeing Service
 - Family Support

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services)
- Attendance Officer
- Children's Social Care

***Special Educational Needs and Disability and Behaviour.**

Behavioural difficulties in themselves are no longer seen as SEND, but rather as symptomatic of a possible unmet SEND.

It is imperative that staff have an understanding of factors affecting behaviour and that they liaise with the SENCo and Wellbeing Team.

In managing behaviour difficulties, the school will have regard to the Code of Practice for children with special educational needs and will strive to ensure that children's special learning needs are identified and met. Support will be sought from external agencies for children identified as having special needs resulting in emotional and behavioural difficulties. Support will involve devising an individual programme building self-esteem, behaviour recovery, behaviour monitoring and taking responsibility. Children will be encouraged to be involved in setting their own individual targets and be part of the review process.

It is imperative that any sanction is applied fairly and the consequences fully explained (sanctions will be differentiated to the needs of the children, particularly those with SEND).