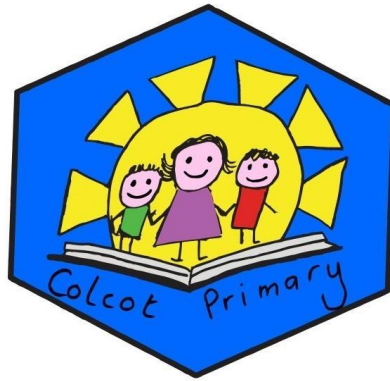


Colcot Primary School

Behaviour Policy

May 2023



Following whole staff 'When the Adults Change' Paul Dix training in November 2022 which included a review of the existing policy, the following amendments have been made to the Behaviour for Learning Policy. A consultation between all members of staff has also taken place following the training to ensure consistency of practice.

Amendments:

All adults will adopt a restorative approach to repairing relationships when they break down. Each staff member will refer to restorative questions to use when this happens (See appendix 1).

All staff to use scripted conversations to deal with disengagement and poor behaviour within the classroom (See Appendix 2).

All staff will Praise in Public and Reprimand in Private (PiP and RiP). A calm and consistent approach to dealing with poor behaviour will be used by all staff whenever possible (younger children need to be spoken to immediately as they find it difficult to remember things that may have happened previously).

DHT to devise a child friendly summary of this policy (Appendix 3) including the amendments which will be discussed and formulated with School Council. School Council will share the summary with all pupils.

We are working towards becoming a Trauma Informed School and have a Relationships Policy which underpins how we manage behaviour at our school.

Foreword:

At Colcot Primary School our key purpose is to ensure the safety, success and rights of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and **promote personal self-discipline**.

Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults and at all times. At Colcot Primary School we believe that restorative practice for more challenging behaviour works. **We are a Rights Respecting School and every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.** We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing children on their learning.

Our shared values ripple through our everyday practice. Everyone at Colcot Primary School will be treated with unconditional respect. All members of staff will hold the highest expectations, modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. We believe that positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Colcot Primary School good behaviour is the expectation and not the exception. We promote in our children a sense of self-discipline rather than blind obedience and expect that our children behave consistently well whilst in school.

Our Aims:

1. To create an ethos of excellent behaviour in our school
2. To create a culture of self-discipline, where children know that good behaviour is expected as the norm
3. To ensure that all children are treated fairly, shown respect and to promote positive relationships
4. To help children take control over their behaviour and be responsible for the consequences of it
5. To build a school community which values kindness, care, good manners, empathy, good temper and humour
6. To understand that good citizenship is based on good behaviour
7. To ensure that our mission statement is central to all that we do.

Mission Statement

We are a Rights Respecting School, which is at the heart of our community. We strive to support each learner to achieve their full potential. We provide a safe, happy, nurturing and inspiring environment where all learners can thrive and flourish to become the best that they can be.

At Colcot Primary School we will;

- encourage self-belief and ignite interest and a passion for learning
- promote success through nurturing skills and strengths and creating the environment where children can succeed.
- build relationships by taking the time to get to know learners and their families well, so that we can better understand their needs and how we may best support them.
- treat all learners and their families with respect, kindness and empathy, instilling these values in their day-to-day lives. We will support learners to demonstrate these attitudes in their relationships with others.
- encourage our children to make positive contributions and to take advantage of the opportunities that are available to them.
- celebrate diversity and include all in our proud, caring and happy school.
- to inspire ambition, creativity, integrity and compassion - nurturing desire for lifelong learning.

- to be proud of who we are and where we come from by celebrating our rights, heritage and culture.
- to equip our children with the skills, knowledge and experiences to succeed in an ever changing world through a local and global dynamic and exciting curriculum.
- to awaken inquisitive minds and develop a sense of wonder and curiosity about the world around them.
- to strive to be respectful and empathetic - supporting each other in creating friendships and happy communities.

We will work towards achieving these aims by:

1. Consistent practice with adults establishing and maintaining the same clear boundaries
2. Developing and fostering mutual respect between adults and children, children and children and adults and adults.
3. Building up self-esteem and self-worth by praising and rewarding good behaviour and by developing positive attitudes.
4. Delivering dynamic and engaging teaching and learning
5. Providing strategies to promote self-discipline and expecting children to take responsibility for their own actions.
6. Directly teaching good behaviour routines eg. Moving around the school, classroom etc
7. Providing help and support where it is needed for any child who finds difficulty in managing their own behaviour.
8. Taking account of any disabilities of children or adults in the school.
9. Build excellent relationships with parents including good lines of communication and support
10. Using a restorative approach help repair relationships when they break down.

At Colcot primary School we subscribe to a set of consistencies that permeate our practice and interaction with the children:

- We meet and greet the children when they come in to school
- We give importance
- We follow up
- We teach routines
- We take out the emotion
- We step our consequences
- We promote self-discipline

Working with Parents/Guardians

Children who struggle with their personal discipline benefit from having a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message can have maximum impact.

If unacceptable behaviour continues, parents will be invited in to discuss their child's behaviour with a member of the Senior Leadership Team. 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.

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be asked to support the school in the management of their child's behaviour.

Working in Partnership

As a school we work with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Pre-school Nurseries
- Educational Psychologists
- CAHMs
- Partner Comprehensive Schools
- LA Behaviour Support/PBIT

Standards of Behaviour expected at our School

At our school we know what kind of behaviour we expect our children to show. We call this kind of behaviour 'The Colcot Way'. This approach is used to ensure consistency and reinforce good behaviour anywhere or anytime within our school community. It also applies to different school situations such as playtimes, wet playtimes, educational visits, Breakfast Club or Afterschool Clubs. We expect all adults and all children to display the same behaviours. Behaving in 'The Colcot Way' means that:

- We show respect
- We are gentle
- We are kind
- We listen
- We are honest
- We do our best

- We look after our property
- We are ready to learn
- We keep ourselves and everyone safe

Our School Rules

Be Ready Be Kind Be Safe

Positive Reinforcement

At Colcot Primary we make sure that our pupils' excellent behaviour is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as:

Individual positive recognition will include:

- praise
- stickers
- Positive communication with parents, positive notes sent home etc.
- special privileges
- free choice
- Raffle tickets and house points
- Stars of the week certificates
- Rights' Respector certificates

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

We have a clear system in school that ensures that the children are aware that making positive choices about their behaviour results in positive consequences and acknowledgements.

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. We do our best to praise children in public as we believe that sharing positive praise helps promote our ethos further.

The school operates a rewards scheme which allows children to receive raffle tickets 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. Photographs are taken and shared via Twitter and/or our school Facebook Page.

Classroom Behaviour Management

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- Redirection
- Distraction
- Non-verbal strategies
- Rule reminders
- Gentle encouragement
- Sitting with an LSA or other adult
- Sitting in another part of the room but still within the lesson
- Encouraging positive pairings, changing groupings

For the vast majority of children, a gentle reminder of Behaving in the Colcot Way or a nudge in the right direction is all that is needed. Pupils who continue to behave poorly must know that they are responsible for their choices. Staff will privately make it clear to the child that they haven't behaved in The Colcot Way and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. At Colcot Primary School adults de-escalate potential flashpoints skilfully:

They:

- Acknowledge that there is a problem/worry
- Remind the pupil what they need to do
- Frame what the situation needs to look like
- Give the child time to reflect and then come back to see how they are progressing (See appendix 2)

All staff follow a clear stepped approach to delivering consequences. This will be communicated privately with the intention of not escalating the issue and treating the child with respect. At Colcot Primary School we praise the children in public and deliver consequences in private. Should the initial conversation not re-engage the child with their learning the following steps will be taken:

1. Warning
2. Move to a different area of the classroom
3. 5 mins off play for reflective conversation with an adult
4. 10 mins off play for reflective conversation with an adult
5. Removal to another classroom, followed by a reflective conversation with an adult
6. HT/DHT/SLT called for internal exclusion and reflective conversation. Parents informed by class teacher
7. HT call parents for fixed term exclusion

Behaviour Management outside the classroom

When dealing with poor behaviour outside of the classroom the same consistencies apply. Pupils will be spoken to calmly and with respect. To

ensure that pupil relationships are repaired when things go wrong a restorative approach will be used. The following questions will be asked of the children involved in an incident:

What happened?

What were you thinking?

How were you feeling?

Who has been affected by this?

What do you need now to move on?

What needs to happen now, so that we can make things better?

In the majority of instances, this conversation will be enough to deal fairly with an incident and repair the damage to broken pupil relationships.

However, it is recognised that for some children further sanctions may need to be used for more serious types of behaviour which will be dealt with by the Headteacher or Deputy Headteacher.

Exclusions

Fixed Term or Permanent Exclusion is a consequence of extremely 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
- 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

Bullying

Bullying is a serious breach of the above Standards of Behaviour and a disciplinary offence. Article 2 of the UNCRC Non Discrimination indicates that all children should be treated equally and with respect. 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.

Pupil Participation

Children have the right to participate and voice their opinions freely (Article 12&13). Pupils are taught how to treat others well. 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 will be taught how to be polite, well mannered, respectful and to have personal discipline through assemblies. Class teachers will involve parents at an early stage where a child is experiencing problems with behaviour. Phase leaders, the DHT or the HT will become involved if problems persist. Where there is a serious problem with a child's behaviour the SENCO and HT will involve outside agencies with the agreement of the parents.

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.

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 the SLT.

Outcomes

This policy will promote the excellent ethos of our school. It will ensure that children and staff are happy and enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of our school. It will be used to promote community cohesion.

This policy will be reviewed in May 2024

Signed: _____

Date: _____

Headteacher

Signed: _____

Date: _____

Chair of Governors

Appendix 1

Restorative Questions

What happened?

What were you thinking?

How were you feeling?

Who has been affected by this?

How do you think he/she felt when this happened?

What do you need now to move on?

What needs to happen now, so that we can make things better?

Appendix 2

Scripted conversations to manage classroom misbehaviour.

Stage 1:

(Adult to approach child from the side and crouch down to child's level beside them and speak calmly)

-I can see that you haven't managed to do anything yet.

-Are you ok? Can I help?

-Ok. I need to see.....

-This needs to be done by.....

(Adults walks away to check on other children giving the child time to reflect)

Stage 2:

(Adult to approach child from the side and crouch down to child's level beside them and speak calmly)

-How are you getting on?

-I can see you haven't done this yet.

-Do you remember when you did that fantastic piece of work for me last week? I need you to do it like that.

(Adults walks away to check on other children giving the child time to reflect)

Stage 3:

(Adult to approach child from the side and crouch down to child's level beside them and speak calmly)

-At the end of the lesson I'm going to need to speak to you.

-There will be a consequence but this will depend on what you do between now and the end of the lesson.

End of lesson

Adult to speak calmly to child in private and put appropriate sanction in place which could include 1 minute off play, 2 minutes off play, catch up work that was missed etc Frame previous good behaviour to finish on a positive note.

Appendix 3 Colcot Primary School Behaviour for Learning Policy Summary for Children

At our school we all behave in 'The Colcot Way'. This means:

- We show respect
- We are gentle
- We are kind
- We listen
- We are honest
- We do our best
- We look after our property
- We are ready to learn
- We keep ourselves and everyone safe

Our School Rules

Be Ready Be Kind Be Safe

Positive recognition will include:

- praise
- stickers
- Positive communication with parents, notes etc.
- special privileges
- free choice / Golden Time / i.pad time
- Raffle tickets
- Stars of the week

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

Consequences for unacceptable behaviour:

All staff follow the clear stepped approach. This is:

1. Warning
2. Move to a different area of the classroom
3. 5 mins off play for reflective conversation with an adult
4. 10 mins off play for reflective conversation with an adult
5. Removal to another classroom, followed by a reflective conversation with an adult
6. HT/DHT/SLT called for internal exclusion and reflective conversation. Parents informed by class teacher
7. HT call parents for fixed term exclusion

When relationships have broken down between children, the adults will help us to make things better by using Restorative Questions.