

CORSHAM PRIMARY SCHOOL

Behaviour Policy



Reviewed: September 2024

Policy Ratified by LGC: September 2024

Next Review Date: January 2025

Corsham Primary School

Behaviour Policy

At Corsham Primary School, we believe that children learn most effectively in a secure and caring environment, where each individual can strive to reach their potential and feel a happy and valued member of the school community.

This can be achieved where there is effective behaviour management alongside a robust approach to pupil and staff well-being. Pupils are encouraged to take responsibility for themselves, wherever possible, so that they become independent, thoughtful and responsible adults.

Aim of the Behaviour Policy

The aim of the policy is to promote positive behaviour, independence and respect in line with the school's Vision and Values.

Through the use of the Golden Rules, we encourage pupils to be responsible and caring; to show respect and consideration towards others whatever their race, culture, gender, ability or disability; to always try their best and to treat all property sensibly and responsibly.

By having appropriate expectations of learning and behaviour, along with purposeful praise, rewards and fair and consistent consequences, we are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention,
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring inappropriate choices.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in

which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment — the health and wellbeing of pupils and staff is promoted through the wider curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching — the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement — the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACES), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Principles of the Behaviour Policy

In order to enable effective teaching and learning to take place, positive behaviour choices in all aspects of school life is necessary. We seek to create a caring, positive learning environment in the school by:

- Raising pupils' self-esteem and developing their well-being
- Promoting and developing empathy and respect for self and others
- Developing in pupils a sense of self-discipline, self-regulation and an acceptance of responsibility for their own actions
- Ensuring regular and punctual attendance
- Developing an awareness of and adherence to appropriate behaviour
- Encouraging pupils to value the school environment and its routines
- Ensuring that pupils are confident of their right to be treated fairly
- Empowering staff to determine and request appropriate behaviour from everyone

- Ensuring that positive behaviour is always recognised
- Acknowledging that the maintaining of positive behaviour within the school is a shared responsibility
- Promoting a positive, proactive reflective approach to behaviour management
- Ensuring the policy is fully understood and is consistently implemented throughout the school
- Ensuring effective mechanisms are in place for the monitoring and evaluation of this policy
- Recognising the rights and responsibilities of all members of the school community

1. School Vision and Values

"Caring, Positive and Stimulating"

The school's Vision and Values are respected through the principles. Many of these principles are addressed daily throughout school life in assemblies and modelling appropriate social behaviour from all within the school community.

At Corsham Primary School, we reward positive behaviour choices, as we believe that this will support the Vision and Values. This policy is designed to promote and acknowledge positive and effective behaviour choices of the pupils.

We do recognise that behaviour can be a response to feelings and it's important to understand the root cause. Individual approaches will be considered to support the pupil/s, adapting where needed, whilst keeping expectations high for all involved.

We will encourage exemplary and positive behaviour choices by:

- Positive choices are explained, supported and praised
- Ensuring that pupils are supported and coached to make effective choices
- Explaining and highlighting the behaviour we wish to see
- Ensuring that the Golden Rules and routines are clear and explicitly understood
- Using the school's agreed Merit Card and Golden Time system effectively and fairly
- Having well-structured consistent routines that are age and ability appropriate

2. Expectations of the School Community

Staff and Governors	Pupils	Parents/Carers
Lead by example - modelling a consistent approach	Follow the Golden Rules	Be aware of the school's Behaviour Policy
Be consistent in dealing with behaviour; treating all pupils fairly with consideration of their needs	To take responsibility for their own actions and choices of behaviours	To be pro-active in supporting their child's behaviour
Facilitate the school's Vision and Values	Engage fully in the opportunities presented to them	To support the Vision and Values

To endeavour to meet the needs of the pupils through appropriate curriculum and individual support	Participate in all activities fully to their very best ability and capability	To ensure their child attends school regularly, on time, ready and equipped to learn
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3. Curriculum

We believe that a well-developed curriculum with effective teaching and learning contributes to positive behaviour choices for all. Regular Feedback can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

We deliver the PSHEE curriculum through the use of Jigsaw, which connects all the pieces of Personal, Social, Health and Well-Being Education. Jigsaw teaches children and young people emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.

By adhering to the philosophy of the Jigsaw Charter, this supports the pupils in sharing thoughts and feelings in a safe space. If necessary, the staff follow up any issues that have arisen on an individual basis, where necessary. Child-led and age-related issues and challenges are also addressed in through the Jigsaw Curriculum and considered.

It also provides regular and frequent opportunities to:

- listen to each other
- learn the importance of taking turns
- help each other make decisions
- support each other with knowing and understanding positive and negative behaviour choices
- raise issues of concern in a safe place
- learn how to take responsibility for themselves and others

Where necessary, staff follow up any issues that have arisen on an individual basis or through the use of Circle Time. Circle Time can also be used to address child-led and ag-related challenges that may arise on a day to day basis.

As a school, we also follow the RULER Approach to Social and Emotional Learning. This approach encourages children to recognise, understand, label, express, and regulate their emotions.

4. School Systems

Ivern's Golden Rules are displayed in each classroom and on the playground. They are shared regularly with all pupils. These expectations cover all aspects of school life including, lunchtimes.

Ivern's Golden Rules:

- Do be gentle; don't hurt anyone
- Do be kind and helpful; do not hurt other people's feelings
- Do your best in your learning; do not waste time
- Do listen to people; do not interrupt
- Do look after property; do not waste or damage things
- Do be honest; do not cover up the truth

We aim to enable our pupils to develop into independent, sensible and caring adults. Pupils need to listen and be listened to; they need to understand others while recognising their own strengths and areas to develop.

5. Rewards

We praise and reward pupils for positive behaviour choices throughout the school day in a variety of ways:

- Verbal praise and feedback
- Class Superstar for the Week
- Commendation Certificate and Cup
- Stickers, Merit stamps
- Golden Time
- Share learning with other adults in the school
- Share learning with Parents/Carers on Seesaw

Merit assembly is held every fortnight where the whole school celebrates individual achievement. The school's merit award system informs parents/carers of their children's achievements in the following ways:

Merit Card Number	Special Award
3	a Celebration Letter goes home to parents/carers
6	the child receives a Peacock Award Certificate and feather on display
9	the child's name is entered into the Golden Book and golden star pin badge
12	the child receives an Achievement Pen
15	the child's name is entered on the Roll of Honour and receives a bookmark
18	the child receives a Golden Badge of Honour
21	the child receives a Book Voucher

NB: 1 Merit Card = 24 merits

Children who complete the above from merit card number six, will have a special mention in the newsletter.

Golden Time

Golden Time is used as a positive reinforcement for children who have applied themselves in school to the best of their ability and made positive behaviour choices. It is thirty minutes each week where pupils have Golden Time because they have been rewarded for making positive choices during the week, have adhered to the Golden Rules.

There are toys and games available in each class to use during Golden Time.

School Wide Systems

Every pupil in the school will have the opportunity to become a class Superstar. As A Superstar, the pupil will be asked to share five special things to celebrate with their class prior to Golden Time. The Superstar sits on a special 'Superstar' cushion for the week.

Commendation Assembly, which is held every fortnight, enables teachers to nominate a child for either academic or behavioural reasons, for a special Commendation Certificate and Achievement Cup. This is awarded to the pupil during a commendation Assembly where everyone can celebrate their success. Parents/carers receive a postcard to inform them of this achievement.

Every pupil is invited to share their achievements outside of school (e.g. attending a football tournament, passing a music exam) with a senior member of staff, it is then noted in the monthly Newsletter.

In Early Years and Key - Stage One classes, children who have made positive behaviour choices are also given the opportunity to write their name on a leaf which is displayed on the 'Kindness Tree'.

6. Consequences

The use of consequences should be characterised by certain features:

- It must be clear why it is being applied
- It must be made clear what improvements in behaviour choices are required to avoid future consequence
- Group consequences, where children who are not involved are included, should be avoided as this breeds resentment
- There should be a clear distinction between behaviour choices (See the levels of behaviour choices)
- It is about the behaviour choice and not the pupil

We divide unacceptable behaviour choices into three broad levels:

Level One: Level One behaviours are considered as the following: wasting learning time, shouting out, marking someone else's learning and other choices that are considered low-level and repetitive, can be effectively managed within a classroom or lunchtime environment by the adult by resulting in lost Golden Time minutes or breaktime.

Consequences and Approaches for Level One choices in behaviour may include:

- Verbal warnings and reminders of the Golden Rules.
- Loss of playtime minutes or other privileges e.g. Golden Time
- Persistent level one behaviour will result in the logging of the incidents to share with parents/carers

Level Two: Level Two behaviours are considered as the following:

Persistent Level One behaviour choices and further low-level incidences that are increasingly disrupting the learning of the class or play at breaktime or lunchtime. The Class teacher will involve the Parents/Carers by informing them of their child's choice and the consequences given. This can include lunchtime behaviour that has been reported to the teacher by a Playworker. The Leadership Team and Senior Staff are involved as a support mechanism for the staff and pupils.

Consequences and Approaches for Level Two choices in behaviour may include:

- Loss of playtime minutes or other privileges e.g. Golden Time
- Attending the Lunchtime Club/Nurture Club for a more structured time out or support time depending on the need
- Having 'Time Out' in another class or with a member of the Senior Leadership team
- Sitting outside a member of the Senior Leadership team's office for time to think following a discussion with Senior Leader or Inclusion Team member
- A restorative consequence that matches the behaviour choice e.g. a letter of apology
- These choices will be recorded

Level Three: Level Three behaviours are considered the following:

There is an increase of and persistent level two behaviour that is also disrupting the learning of others.

Consequences and Approaches for Level Three choices in behaviour may include:

There will be a more formal involvement with the Headteacher/Deputy Headteacher and Parents/Carers. In addition, the Inclusion Team, Education Welfare and/or other outside agencies may become involved.

Level Three behaviours may also reach the threshold for suspension - please refer to: Targeted Education Service - School Suspensions and Permanent Exclusion - a guide and information for leaders and governors February 2024.

Each case is considered carefully with the intent to support the pupils in making positive behaviour choices. Other systems of support may include:

- Verbal warning and discussion about behaviour choice referring to the Golden Rules
- Referral to a member of the Senior Leadership team - this can occur at any time and reflects the level of the behaviour choice
- Positive Behaviour Chart - these are used to support the individual and positively recognise the smaller amounts of time positive behaviour choices have been made. These are completed by the Class teacher and individual and shared with adults in the school

Recording

Challenging behaviours are recorded using a digital platform used to record the incident and levels of behaviour choices. This is monitored regularly and key members of staff receive alerts as a mechanism to be informed.

Fixed-Term Suspension

Fixed Term Suspension is considered in Level Three and where behaviour choices meet the threshold — please refer to: School Suspensions and Permanent Exclusions A guide and information for school leaders and governors February 2024

Parent/Carers will be informed of the nature of the incident and duration of suspension by the Headteacher. Parents/Carers are invited to discuss the suspension and a meeting will involve relevant staff.

Wiltshire Local Authority and the Chair of Governors will be informed.

7. Support Systems for Individual Pupil Need

If there is a persistent level of behaviour displayed by the pupil, the Class Teacher and designated staff (Headteacher, Deputy Headteacher, Inclusion Manager, Family Link Team, Lead Teaching Assistant) will create an individual plan of support. This plan of support may include: targeted pastoral support, mentoring by adults or peers (e.g. Time in the Nurture, ELSA, Listening Friends).

All staff working with the pupil will be informed of this to ensure a consistent approach during the school day.

If the behaviour continues and patterns are formed, we will work with outside agencies to seek further and additional support for the pupil.

8. Support Systems for Staff

The Senior Leadership and Inclusion Team will support all adults working with pupils to ensure they are achieving the best outcomes for the pupils. It is effective practice to discuss behavioural issues to ensure that the staff feel supported and that all staff are working together to provide a cohesive approach to supporting all individual needs. This is, and will always be, under regular review to ensure that the right support is available at all times.

9. Support Systems for Parents/Carers

Parents/Carers play a vital role in supporting their child's behaviour at school. Effective communication between home and school is essential for the individual to receive consistent support.

School has an 'open door' policy, where Parents/Carers are encouraged to communicate concerns and issues from home or school.

The Family Link Team, Mrs Sophie Challis and Mrs Jacque Bennetts, are part of the team in supporting Parents/Carers with their child/children.

Behaviour Support for Wiltshire are consulted, where necessary, to ensure the right support for the individual.

The child's Class teacher, the Headteachers, Mrs Lindsay Fry and Mrs Kerry Parker, the Deputy Headteachers, Mrs Ridout and Miss Palmer and school's Inclusion Managers, Mrs Jenny Metcalfe and Mrs Jo Smalley; are the key staff Parents/Carers are able to contact, should they have any concerns regarding their child's behaviour.

The Chair of Governors, Mr Andrew Gough, spends regular time in school and is fully aware of the behaviour support procedures for parents and children.

Should any parents have concerns regarding their or another child's behaviour we aim to respond directly (please refer to the school's Parental Complaints Policy).

Please do not hesitate to contact the Headteacher, should you wish to discuss any aspects of this policy.

Monitor and Review

In School, the management of day to day behaviour for: individuals, pupils, classes and the school, is regularly evaluated in order to ensure all pupils have access to the very best in order to achieve their full potential. The Behaviour policy supports these discussions and decisions.

This policy document was produced in consultation with the Leadership Team.

This policy is available to all.

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

UNICEF

Corsham Primary is a UNICEF Rights Respecting School which promotes the Convention of the Rights of the Child. This policy underpins Article 29 of the convention:

Aims of Education: Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent, Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for their parents, for their cultural identity, language and values and for the cultural background and values of others.

Children's rights are at the heart of our vision and ethos. The children's rights linked to this policy are Behaviour:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) 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.

Next review date: January 2025

Policy Links

Safeguarding and Child Protection September 2024

Inclusion September 2024

PSHEE January 2027

Anti-Bullying January 2025