

CORSHAM PRIMARY SCHOOL

Behaviour Policy



Reviewed: March 2022

Policy Ratified by the LGC: March 2022

Next Review Date: March 2025

Corsham Primary School

Behaviour Policy

At Corsham Primary School, we firmly believe that children learn most effectively in a secure and caring environment, where each individual can strive to reach his or her potential and feel a happy and valued member of the school community. This can only be achieved where there is effective behaviour management. The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves, wherever possible, so that they become independent, thoughtful and responsible adults.

This Behaviour Policy underpins and complements the Behaviour, Attitudes and Personal Development section of the Governing Committee's School Development and Improvement Plan.

Aim of the Behaviour Policy

The aim of the policy is to promote exemplary behaviour, self-discipline and respect. We encourage children 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.

Through having appropriate expectations of learning and behaviour, along with consistent praise and rewards and explicit and consistent consequences, we aim to enable our pupils to:

- Access the full range of learning opportunities in a calm, positive environment
- Achieve to their best potential
- Behave appropriately in a wide range of social and educational settings
- Value the rights of every individual

Developing the School Behaviour Policy

In order for the Behaviour Policy to be effective it is important to consult with all the members of the school community. When the policy was first written we consulted with:

- Pupils
- Parents/Carers
- All Staff
- Governors

Consultation involved meeting times allowing staff to discuss issues related to discipline. Staff completed questionnaires and workshops were held with pupils to seek their opinion on discipline. Their thoughts were then fed back to the whole school community during assemblies and class sessions. Parents and carers were asked for their views and comments using the Governor Email address. Comments from external agencies relating to pupil behaviour, including HMI or OFSTED were also considered.

For the reviews in October 2012, and December 2015, children, staff and parents were again consulted and their views and opinions were again considered in helping to shape this final document.

Why do we need a Behaviour policy?

The law requires schools to have a written Behaviour and Attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our Behaviour and Attendance policy helps us to create a caring, stimulating and secure environment in which pupils can work and play safely. We actively encourage the involvement of parents/carers in the development of their child.

New parents to the school are given copies of the Behaviour Policy within the new parents' pack and this is also available to view on the school's website.

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
- 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 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

Implementation of the Behaviour Policy

We will implement our Behaviour Policy through our:

- 1. School Ethos**
- 2. Expectations of the School Community**
- 3. Curriculum**
- 4. School Systems**
- 5. Circle Time**
- 6. Rewards**
- 7. Sanctions**
- 8. Support Systems for Individual Pupil Need**
- 9. Support Systems for Staff**
- 10. Support Systems for Parents/Carers**

1. School Ethos

“Caring, Positive and Stimulating”

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling appropriate social behaviour from all adults within the school community.

At Corsham Primary School, we reward positive behaviour choices, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge positive and effective behaviour choices rather than merely to deter anti-social behaviour.

We will encourage exemplary and positive behaviour choices by:

- Recognising and highlighting positive behaviour as it occurs
- Ensuring that all children are praised for behaving well
- Ensuring that any criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own behaviour
- Ensuring that rules and routines are clear and explicit
- Using the school’s agreed merit card system effectively

- Ensuring that all the children know and understand Ivern's Golden Rules
- Maintaining Golden Time

2. Expectations of the School Community

Staff and Governors	Pupils	Parents/Carers
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the school's values and expectations
To be consistent in dealing with pupils and to treat all pupils fairly.	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time and with appropriate equipment and uniform
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's learning and progress
To meet the educational, social and behavioural needs of the pupils through appropriate curriculum and individual support	To do as instructed by all member of staff (teaching and support staff) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between school and home	To be tolerant of others irrespective of race, gender, religion and age	

3. Curriculum

At this school, through our curriculum, we teach pupils the above-mentioned principles. PSHEE and Citizenship, taught using a variety of strategies addresses our ethos and expectations directly. We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection, which can lie at the root of poor behaviour choices. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Regular Feedback and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

4. School Systems

Ivern's Golden Rules are displayed in each classroom and on the playground. This includes pictures to help to remind the younger children of the Golden Rules. In order to raise the profile of the Golden Rules, they are 'promoted' by the school mascot, Ivern the Wyvern.

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

5. Circle Time

We aim to enable our pupils to develop into independent, sensible and caring adults. Children need to listen and be listened to; they need to understand others while recognising their own strengths and weaknesses. It is important that, as a school, we encourage children to take responsibility for themselves and others. One way we develop these skills is through Circle Time. Circle time is a positive activity where children:

- listen to each other
- learn the importance of taking turns

- help each other make decisions
- support each other with behavioural issues
- raise issues of concern in a safe place

Teachers emphasise that any issues that arise in Circle Time should not be discussed between the children after it has finished. By promoting our “*What is said in Circle Time, stays in Circle Time*” philosophy, we aim to help children to feel confident to share their thoughts and feelings. If necessary, the teachers follow up any issues that arise in Circle Time during the week on an individual basis. Child-led and age-related issues and challenges are also addressed in through the Jigsaw Curriculum and considered

‘Philosopher’ state of being.

Class targets, which encourage children to improve their behaviour, may be set during Circle Time as another method to encourage positive behaviour and teamwork. Circle Time is a vital part of our Behaviour Policy and is taken seriously by all members of staff and, as such, has an intrinsic role in developing positive self-esteem for our pupils.

6. Rewards

We praise and reward pupils for good behaviour, social skills and learning throughout the school day in a variety of ways:

- Verbal praise and feedback
- Class Superstar
- Commendation
- Individual class reward systems (i.e. team points, marbles)
- Stickers, Certificates, Merits, Prizes
- Special privileges
- End of week/term/annual rewards
- Golden Time
- Rewards from variety of staff in school
- Share learning with a member of the Senior Leadership Team
- Letters or ‘Notes Home’ to parents/carers or verbal feedback

Reward Systems: Incentive schemes are in place to recognise attendance and achievements:

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

3 merit cards = a celebration letter goes home to parents
6 merit cards = the child receives a Peacock Award 9 merit cards
= the child's name is entered into the Golden Book 12 merit cards
= the child receives an Achievement Pen

15 merit cards = the child's name is entered on the Roll of Honour
18 merit cards = the child receives a Golden Badge of Honour
21 merit cards = the child receives a Book Voucher
24 merit cards = the child receives an Ivern Memory Stick??????

(1 merit card = 24 merits)

Children who complete 6 merit cards or more have a special mention in the monthly Newsletter.

- If children have produced an outstanding piece of learning, they can visit a member of the Senior Leadership team for a sticker.
- Time/Chill Out Time is used as a reward for children who have applied themselves in their learning to the best of their ability and behaved appropriately all week. It is a period set aside each week where children have a "Golden Time/Chill Out Time" because they have been rewarded for making the correct choices during the week, have adhered to the Golden Rules or have tried hard in their learning. It can only be taken away by the Classteacher; member of the Leadership Team or Teaching Assistant. Golden Time/Chill Out Time cannot be taken away from the whole class. If Golden Time/Chill Out Time is truly "golden", then the majority of the pupils will be reluctant to miss it, so it becomes a very effective sanction. Time can be taken from a child's Golden Time/Chill Out Time in one to five-minute increments – however, this again is an age-related consequence.

There are toys available for each Year Group for use in Golden Time.

- It is aimed that at some point every child in the school should have the opportunity to become a class Superstar. Becoming a Superstar for a week allows the child to celebrate their own interests and achievements with peers and, of course, their teacher by sharing special items from home. 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 social reasons, for a special Commendation Certificate and Achievement Cup. This certificate and cup is given to the child in a special Commendation Assembly where everyone can enjoy their success.

- Parents/carers are sent a postcard informing them of their child's success. Teachers keep a record of children who have received a commendation and this is passed on to the next teacher.
- As far as is possible every child who achieves anything notable e.g. passing dance or music exams etc. is praised by a senior team member and it is then noted in the monthly Newsletter.
- Whole class reward systems are used to collectively motivate a class. The class can work towards an agreed target and receive a reward when they have reached their target.
- In Key Stage One classes, children who have behaved well are given the opportunity to write their name on a leaf which is added to the class 'Kindness Tree'.

Rewards are only given when appropriate otherwise they will be devalued.

7. Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands:

Level 1: misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or Lunchtime Playworker (individual school sanction system, i.e. 3 minutes loss of golden time/privileges, reprimand).

Level 2: more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a Play Worker. Notification of other staff and informal involvement of Senior Leaders/ Heads of School (Individual behaviour management/anger management, placed on report)

Level 3: very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Heads of School and parents. Additionally, education welfare and/or other outside agencies may become involved. (Last resort possible short- or longer-term exclusion)

Sanctions for inappropriate behaviour

There will be times when sanctions may be needed to help or support a child in monitoring their own behaviour, particularly if they continually misbehave. Sanctions should be fairly and consistently applied. The punishment should be individual and not involve any humiliation for the child.

Level 1:

These sanctions can be used for non-serious behaviour in the classroom or the playground:

- Verbal warnings and reminders of the Golden Rules.
- Loss of playtime minutes or other privileges e.g. Golden Time/Chill Out Time.
- Persistent level one behaviour will result in the logging of the incidents as one record on Safeguard digital platform

Level 2:

- Loss of playtime minutes or other privileges e.g. Golden Time/Chill Out Time.
- Entry on Safeguard digital platform, which is monitored on a weekly basis by a member of the Senior Leadership team and shared with the child's class teacher.
- Attending the Lunchtime Club/Nurture Club for misbehaving during playtimes. Lunchtime Club is run by an experienced TA who spends time with the child talking through their behaviour and the choices they made.
- 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.
- A restorative consequence that matches the inappropriate behaviour e.g. a letter of apology
- Playtime Report and, in more serious cases, Formal School Report.

Level 3:

More serious inappropriate behaviour e.g. deliberately violent behaviour, bullying, racist comments, use of inappropriate language, rudeness to an adult, theft, disruption of lesson time, etc. will need stronger sanctions, especially if the behaviour is persistent.

These sanctions can be used for more serious breaches of behaviour:

- Verbal warning and discussion about behaviour, linking inappropriate behaviour to expectations of the school rules.
- Withdrawal of playtime(s) and/ or privileges e.g. part or all of Golden Time/Chill Out Time.
- Referral to a member of the Senior Leadership team – this can occur at any time between points 1 and 3 above, depending on the nature of the incident. There are short, appropriate forms to complete so that the senior team member understands the nature of the incident if you are unable to accompany the child.
- Placing the child on report. – if a child persistently misbehaves or has been involved in a serious incident, then the Senior Leadership team member will place the child on report. The class teacher/Playworker completes the report at the end of each session, recording the child's behaviour. At the end of the week the pupil shows the report to the Senior Leadership team member and then takes this home to show parents. A child can be on report for any length of time, depending on the behaviour.
- A Behaviour Chart/Book can be started with the pupil to monitor progress. This needs to be as positive as possible and involve parents and a member of the Senior Leadership team. If poor behaviour persists and is causing disruption to the child's learning then he/she could be placed at SEN support level of the Special Needs Referral Procedure (please refer to the Special Educational Needs Policy for more detailed information). Children could be referred to other agencies or professionals, as appropriate to further investigate any causes for poor behaviour issues.
- If poor behaviour persists and is causing difficulty to others, isolation from peers or removal from the classroom will be considered in the interests of minimising disruption. This would involve working in isolation for a limited period determined by a member of the Senior Leadership team, either at a single workstation in class, or working outside a member of the Senior Leadership team's office.
- If behaviour has not improved and is still causing difficulties to others, then exclusion will be considered as it is in the interest of other pupils. This can only be exercised by the Head of Schools and can take various forms e.g. sending a child home at lunchtimes, fixed period exclusion and permanent exclusion.
- Any child found on school premises with either drugs or an offensive weapon will automatically face at least fixed term exclusion.

N.B. All levels of behaviour incidents are recorded on Safeguard digital platform (all teachers and adults in the school have access to Safeguard to log incidents.) A member of the Senior Leadership team will check the Safeguard Behaviour incidences data base weekly so that an overview of children's behaviour can be seen. If the child's name has been logged three times in a week a phone call home is made to parents/carers to discuss the incidents. A member of the Senior Leadership team will also see children who appear persistently, but not three times in one week about his/her behaviour.

Fixed term exclusion – If this step is considered necessary, then the Governors and the LA need to be informed, as well as the parents/carers and pupil. The Heads of School and a senior member of staff should ask the pupil to leave the school premises for a fixed duration. The Heads of School should contact the parents and ask them to make arrangements for the child. If it is not possible for the parents to take the child on that day, then the pupil should be isolated for the remainder of the school day.

The Heads of School should write immediately to the parents of the child, informing them of the exclusion (a copy is given to the child to take home and another copy is sent home by first class post.). Parents are invited to discuss the exclusion and the meeting will involve relevant staff. A contract between the pupil, parents and school could be set up if appropriate.

A formal warning is then required prior to reinstatement, which should be recorded and a copy sent home and to the LA. It should leave the pupil and parents in no doubt about the consequences of any further misconduct.

All exclusions are recorded and a copy is sent to the LA and the Chair of Governors. A copy is kept on their record until they leave primary school.

A child can be excluded for fixed term periods up to 45 days in any one-year. The Governors Disciplinary Committee must hold a meeting for any fixed term exclusion totalling six days or more.

Permanent exclusion- in this instance the Heads of School consult with the Chair of Governors and the staff.

1. The pupil is sent home or isolated as in the fixed term exclusion. The parents are informed in writing immediately of the decision, giving reasons why a permanent exclusion is sought. They must be informed that they have a right to appeal within 10 days.
2. If a parent does not wish to appeal, the Education Officer will invite them to a meeting to discuss options for future education. Prior to the meeting the Officer will discuss reinstatement possibilities with the Governing Committee.
3. If parents do wish to appeal, then they submit representations about the exclusion.

The Governing Committee Administrator will convene a meeting of the Governor's Exclusion Panel. If the Governors decide to reinstate, they can direct the Heads of School to accept the pupil. If the Governors decide not to reinstate and the LA upholds the decision, then the parents will be informed in writing. They can then appeal. If after consultation with the Governors, the LA decides to reinstate a pupil, it must inform the parents and the Heads of School of the decision and set a date for readmission.

4. Re-admittance does not take effect for 7 days, beginning on the day the Governors are informed of the decision. The Governors can appeal against the decision.

Parents/carers Information Leaflets on *Permanent Exclusion from School* are available from the school or education department.

Please note that any assault on any member of staff by a pupil will result in immediate exclusion from school. The DfE and Home Office document *School Security; Dealing with Troublemakers* defines assault as;

“Any intentional or reckless act which causes a person to fear or expect immediate unlawful force or personal violence. The two offences may often be committed together.”

Other school policies that are used to support this Behaviour Policy are the:

Anti-Bullying Policy

Equal Opportunity Policy

Racial Harassment Policy

PHSEE Policy

Special Educational Needs Policy

All these policies assist the techniques for punishing inappropriate behaviour outlined in them.

8. Support systems for Individual Pupil Need

If there is a persistent problem the class teacher and the Inclusion Manager will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including Lunchtime Playworkers. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. Positive play, circle of friends, peer buddies/mentors etc.).

9. Support Systems for staff

The school will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues to ensure that the staff feel supported and that the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's Safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

10. Support Systems for Parents/Carers

Parents, guardians and carers play a vital role in supporting their child's behaviour at school. Good communication between home and school is essential if the child is to receive consistent messages and support. School has an 'open door' policy where

parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

It is important to inform parents early about behaviour worries to help stop them from escalating. Should a child's behaviour cause consistent concern then the school will automatically contact the parents/carers to discuss the best way forward in managing the inappropriate behaviour within the school setting. As a result of these discussions the school and parents/carers may well seek the help and advice from the following agencies:

The Educational Psychologist
The Education Welfare Officer

All these agencies are used regularly by the school when working with children who are displaying challenging behaviour.

The Heads of School, Mrs Lindsay Fry and Mrs Kerry Parker, the Deputy Head teachers, Mrs Ridout and Miss Palmer and school's Inclusion Managers, Mrs Jenny Metcalfe and Mrs Jo Smalley; are the key staff parents are able to contact, should they have any concerns regarding their child's behaviour.

The school also has a Governor, Mr Andrew Gough, who is directly responsible for monitoring the effectiveness of the Behaviour Policy. He spends regular time in school and is fully aware of the behaviour support procedures for parents and children. Mr Harpham very willing to talk to parents about any aspect of the Behaviour Policy.

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

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

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors and local Healthy School Standards (Healthy Schools) representative.

This document is freely available to the entire school community. It has also been made available in the school newsletter, website and prospectus.

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 his or her parents, for his or her 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.

Full Review date: March 2022

Chair of Governors: March 2022

Executive Headteacher: March 2022

Policy Links: PSHE, Citizenship, Safeguarding, Inclusion, Teaching and Learning
Bullying, Exclusion