



Behaviour Policy

UNICEF Article 29: 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.

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Reviewed: November 2018

***Loving Learning,
Striving for Success,
Achieving Everyday***



Aims

At Colegrave Primary School we aim to enable all pupils to achieve their best academically, socially and emotionally. We work towards this aim by providing:

- A first class curriculum that has the breadth, depth and relevance to interest and motivate all learners
- A team of staff who have consistently high expectations of what each learner can achieve
- A positive ethos which promotes a love and commitment to learning
- A team of staff who support the pupils' personal development, behaviour and welfare
- A programme which teaches positive social and learning behaviours
- A clear, whole school approach to behaviour which is shared and adopted by pupils, school staff, parents and carers, visitors and governors

Roles and Responsibilities

Every member of the school community models good social and learning behaviours and are expected to:

School Staff

- Treat pupils fairly and apply the system of rewards and sanctions consistently
- Promote positive relationships with pupils through regular and sustained use of rewards, praise and appropriate language
- Provide a learning environment which is welcoming and in which every pupil feels valued and happy
- Be prepared for lessons in tidy and well organised classrooms
- Adopt and follow clear routines in classrooms and around the school
- Take the time to listen to pupils and support them to resolve problems
- Deal with challenging behaviour in a calm and rational manner
- Act as role-models
- Work with parents to promote and celebrate positive behaviour

Pupils

- Respect themselves, their work, their property and the school
- Respect other people and their right to work and play
- Always do their best
- Continually improve in all aspects
- Work and play with others to support, develop and help their learning

Parents and Carers

- Understand and support our aims to promote positive behaviour
- Praise their children for the good things that they do
- Communicate and work with school staff to encourage good behaviour

Visitors

- Adhere to our Behaviour Policy

Governors

- Understand and support our aim to promote positive behaviour
- Review our Behaviour Policy annually

How the Behaviour Policy Works

We have a set of school rights and responsibilities which help everyone determine what appropriate and inappropriate behaviours are. Our rewards and sanctions are linked to these behaviours.

The Colegrave School Rights and Responsibilities

1. We are responsible for **making good choices** and acting with **respect**.
2. We are responsible for making sure we **tell the truth**, and are **fair** and **honest**.
3. We are responsible for maintaining a **positive attitude** about what we can achieve and have **aspirations**.
4. We are responsible for respecting our rights and the rights of others.
5. We are responsible for **trying to understand others feelings** and **acting with compassion**.

Class Charters

Each class is involved in a discussion around the different Rights Respecting articles and together decide or vote which articles will be included in their class charter. This is to ensure it is a mutual agreement between all members of the class. The children and adults decide together what the children will agree to do and what the adults will do to ensure these rights are enjoyed and realised by all. The children refer to the charter as a reminder for appropriate behaviour. The Children understand that their rights are unconditional; and understand that their behaviour can provide or deny other children of their rights.

Teaching Positive Behaviours (EPIC- Everyone Positive in Colegrave)

We have two EPIC sessions scheduled on our timetable. Every Monday we begin the week with a class reflection to ensure everyone is beginning the week positively. This is an opportunity to discuss the previous week, reflect on the behaviour of the class and set goals for the week ahead. This is also an opportunity to set skills for Class Dojo, which are pertinent to each class.

In the second EPIC session, other current or pastoral issues may be addressed, including friendships, attendance and punctuality and school uniform.

The theme of every Monday assembly has a whole school behaviour focus, related to the UNICEF Rights Respecting convention. These sessions ensure that pupils are focused, feel safe and promote a positive learning environment and attitude.

UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights

Managing Behaviour

All classes use Class Dojo, which is an online behaviour management system that rewards children for good behaviour in the form of Dojo Points. KS1 also have the option of using a visual traffic light system.

Rewards

Colegrave has four houses linked to particular colours and stars. Each pupil collects Dojo points for their behaviour. Points are categorised into skills, linked with our school ethos. Dojo points may be given by all adults working in the school. Every Thursday the points for each class are calculated and added to their house. The winning house is announced in assemblies on Friday morning and a trophy bearing the winning house's colour is displayed in the school's main entrance for the week. The total points for each house are then recorded as cumulative scores on the central chart in the West Wing Hall. At the end of the year the House with the most points for the year will have a party.

Individual

At the end of each half term, the child with the most Dojo points, in each class, is rewarded with a prize, which is presented to them in assembly.

Other Rewards:

- Members from the winning house sit at the golden table during lunch and have juice with their meal.
- Dojo milestone awards are given out in class reflection on Mondays
- Certificates for improved behaviour can be given out during Friday assemblies, at the class teachers discretion

Consequences

Following verbal reminders/ positive praise/ other behaviour management strategies:

1. If a child is misbehaving then a Dojo point is deducted. If behaviour doesn't improve, the consequence is that he or she moves to a 'time out' area in the classroom where they reflect upon what rights they have disrespected. He or she then returns to sit with the rest of the class
2. If a second point is deducted, the consequence is that he or she moves to work in a buddy class for 30 minutes. The host class is thanked, the pupil then returns to class.
3. If a third point is deducted, a member of SLT is called and a restorative approach is undertaken. The discussion is led by the following questions:

What has happened?

What do you think about it?

How do you feel about it?

Is anybody else affected?

Have any of your/others rights been disrespected?

What would it look like if it was better?

What could you do to make it better?

Do you need any help for you to do this?

All behaviour incidents are recorded using the SIMS program.

UNICEF Article 12: Respect for the Views of the Child includes children being given a voice to express their views

UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights

What happens if this process is ineffective?

If this process does not have an impact on the pupil's behaviour, the class teacher (with Year Group Leader if necessary) will arrange a meeting with the parent to explain what has happened and discuss the seriousness of the pupil's behaviour. At this meeting, a review date (in person or over the phone) is set for two weeks later.

UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop

Serious Inappropriate Behaviour

If the staged approach, linked to the Dojo system, is not applicable, the teacher may call the School Office and request the immediate support from a member of the Pastoral or Senior Leadership Team. This will result in either support to help the pupil remain in the classroom, or the removal of the pupil from the classroom until he or she is ready to return. If the child continues to refuse to follow the school rules, then the Head or Deputy Head Teacher will make a decision on further consequences.

On-going Behaviour Concerns

If a pupil's behaviour is not improving after taking the actions above, the Assistant Head Teacher for the phase, arranges a meeting with the class teacher and parent to devise an action plan, with targets, to address the pupil's behaviour. At this meeting a review meeting is arranged for two weeks later. The Assistant Head reports outcomes of the meeting to the Lead of Behaviour and SENDco.

If behaviour continues to be a concern, then the Lead of Behaviour and/or SENDco is asked to attend the review meeting, where further actions will be taken. This will usually be in the form of a behaviour chart, which will be set and monitored by the Lead of Behaviour. If deemed necessary, the SENDco may seek outside agency support such as Behaviour Support Service or an Educational Physiologist.

If a child is on a behaviour plan, their behaviour must be considered when carrying out a risk assessment, before a visit. The first port of call is that the parent attends the visit, as 1:1 support. If the parent is unable to attend, then Mrs Ojukwu, Lead of Behaviour, assesses the risk and makes a final decision.

UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop

Internal and External Exclusions

Decisions on exclusions are made by the Head teacher or Deputy Head in her absence.

The school follows the guidance, *Exclusion from maintained schools, academies and pupil referral units in England* (DfE January 2015) which can be found at www.GOV.UK exclusion from maintained schools academies and pupil referral units in England.

If a child has received an external exclusion, their behaviour must be considered when carrying out a risk assessment, before a visit. The first port of call is that the parent attends the visit, as 1:1 support. If the parent is unable to attend, then Mrs Ojukwu, Lead of Behaviour, assesses the risk and makes a final decision.

Physical Contact with Pupils

Teachers have a 'duty of care' to all pupils and we wish them to feel cared for and valued at all times. There will be times throughout a school day where physical contact is proper and necessary.

This may include:

- Hand shakes
- Shoulder hugs
- Linked arms/ holding hands when walking together around the school/playground
- Comforting a distressed pupil
- Guiding children using caring hands
- To demonstrate techniques during PE or music lessons
- Taking action to avoid accident or injury
- To give first aid

Positive Handling of Pupils

Our approach follows the principle that 95% of situations can be resolved by diversion, diffusion and de-escalation, without the need for physical intervention. However in some instances handling of pupils is required and the school has trained a number of key staff in this. Occasionally situations may arise where immediate action is required and a trained member of staff is unavailable; in these instances all school staff have the power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

If handling is required, the member of staff reports to the Behaviour Lead as soon as possible to record the incident in the Positive Handling log. If it is the first time that a pupil has been handled, a Positive Handling plan is completed and a meeting set up with the parent immediately to discuss and sign it.

The school follows the guidance, 'Use of Reasonable Force in Schools' (DfE July 2013) which can be found at www.GOV.UK.

The Pastoral Team

Colegrave Primary School has a highly trained specialist team which supports and helps teach pupils how to follow the school rights and responsibilities.

- Lead Behaviour: Abbie Ojukwu (DHT)
- Safeguarding Lead: Eugene O'Riordan
- SENCO: Rasheeda Lisak Khan
- Family Support Worker: Rohima Ali
- Attendance Officer: Munaza Asad

- Learning Mentors: Jess Todd and Zoe Atkinson

UNICEF Article 18: Supports an inclusive ethos of equality of opportunity

Monitoring and Review

1. The school keeps a variety of records concerning incidents of pupils not following the school's rights and responsibilities; SLT log to record incidents attended; on SIMS, SLT log to record all forms of bullying and harassment; Positive Handling log; pro-forma for meeting with parent, class teacher, phase leader and SENDco and reporting to SLT.
2. The Behaviour Lead keeps an online record of any pupil who has been excluded.
3. The Governing Body and Local Authority are notified in the event of a permanent exclusion, exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term or exclusions which would result in the pupil missing a public examination or national curriculum test.
4. The Behaviour Policy is discussed with the School's Council and the Right Respecting Representatives; their opinions and ideas are taken on board.