



Cotswold Primary School

Behaviour Management

Policy & Guidelines

Cotsford Primary School is a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, a safe and friendly environment, a voice and play. Within this learning it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self-reliant and to co-operate with others.

This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to.



Introduction

At Cotsford Primary School we aim, through praise and positive encouragement, to enable every child to develop their potential within the school and community.

(Mission Statement)

"The behaviour of pupils is influenced by almost every aspect of the way in which a school is organised and how it relates to the community it serves. It is a combination of these factors that give a school its character and identity". (Elton Report)

Aims

- To contribute to the social, emotional and moral development of our pupils as individuals, as members of our school community and in preparation for their role as valued, responsible members of a wider society.
- To maintain a safe, orderly and positive environment in which both adults and children may flourish.
- To encourage a sense of collective responsibility amongst staff and a sense of commitment to the whole school amongst pupils and their parents.
- To contribute to the development of each individual's self esteem.
- To develop children's awareness of how their individual actions affect others.
- To provide children with the skills, knowledge and guidance on how to manage their emotions and behaviour.
- To provide staff with behaviour management strategies which are fair, consistent and manageable and which are the responsibility of all Staff in school.
- To teach children their rights and to respect the rights of others.
- To recognise and reward positive models of behaviour.
- To provide clear guidance to parents, staff and pupils regarding standards of behaviour expected in school.
- To share difficulties and successes with parents.

Scope

It is essential that the following people are aware of the guidelines and routines in operation within school:

- Teaching Staff - especially new or Supply Staff
- Support Staff
- Pupils
- Parents
- Governors
- Students - Teaching & Support
- Volunteers
- Peripatetic and external support

HMI have identified a number of factors associated with good behaviour:

- Good relationships with mutual respect between Teachers and Pupils
- Teacher's high expectations of their pupils academic and social abilities
- Curriculum and teaching methods are well matched to the pupils needs and interests
- Nurturing of pupils growing maturity and self esteem

Managing behaviour is the responsibility of all persons involved in the school, explicitly through teaching children to respect other people's rights.

Behaviour Management

Cotsford Primary School has developed a programme based on UNICEF's Rights Respecting agenda of embedding the rights of the child and an ethos of mutual respect. It must also be complemented by appropriate classroom management, teaching styles and positive role modelling by staff.

Our Programme consists of 3 parts:

- An individual's rights and respecting the rights of others,
- Rewards point system, and
- Deducting points

Rights and Respect Charters

Charters establish the expectations that our pupils have in order for their rights, and the rights of others, to be respected. There are a range of charters for various areas and activities within the school. They are compiled by the children with much discussion and can be changed if needed. The content of the charters are discussed with children throughout the day and referred to when need arises.

Rewards

Verbal praise should be used often. Staff should try to praise each child every day as praise has a powerful effect on a child's self esteem. Praise can be used to repeat and reinforce instructions and to recognise, reward and reinforce positive behaviour.

Rewards used:

- ✓ Praise - Public & private, verbal and written
- ✓ Stickers - The reason for the reward should be emphasised to the child and other children.

- ✓ Dojo points are given for positive behaviour and efforts in school.
- ✓ One 'Golden Dojo' per adult per day can be given out to anyone in school. Pupils may cash this in at any time for a reward within class (Line up leader for the day, queue jump at lunchtime, sit on teacher's chair, 10 minutes computer time, 10 instant Dojo points).
- ✓ 40 Dojo points achieved in a week would earn a bronze certificate, 60 earns the silver certificate and 80 earns a gold certificate and the child's name recording permanently on the Dojo 'Wall of Fame'.
- ✓ Dojo points accumulate and pupils may cash in their points at the Dojo shop at the end of each half term at which time the points are reset. Or can be banked in order to 'purchase' a more expensive item the next time.
- ✓ Certificates are written out and presented on Friday in assembly.
- ✓ Dojo points may be awarded to individuals and whole classes by all adults in school.
- ✓ The class with the largest total at the end of the week will earn the 'Class of the Week' trophy and the class who earns this the most times in a year will win a prize at the end of the year.
- ✓ In each class the individual with the highest number of Dojo points will get a pick out of the prize box during assembly on Friday.
- ✓ Treat Time is available to individual classes on a weekly basis.
- ✓ Well Done Assembly - stickers / certificates are given from the Headteacher for children who have been nominated for a positive attitude, good listening, classroom work, effort, behaviour, social skills etc. Names are recorded in the Well Done Assembly file. Staff should nominate one child and give a reason, and where possible, use vocabulary associated with respect and rights.
- ✓ Top Table - each Friday, Lunch Staff select a child from each class to sit on the Top Table the following week. They are selected for demonstrating appropriate behaviour during lunchtimes and are entitled to enter and exit the hall first, to sit on a reserved and decorated table and use special crockery. Children may select a friend to sit with them on a daily basis.
- ✓ Teachers may also send children to the Headteacher for recognition for their work, efforts or good behaviour.

Praise and rewards should be realistic, consistent, sincere and as immediate as possible. All praise and encouragement should be linked to some observable standards, expectations, showing responsibility or respecting the rights of others.

Consequences

If a child chooses not to respect other children's rights or indeed their own, the following consequences may be applied:

- Spoken warning
- A short time working away from the group or class, or time away from play opportunities on the yard (Time Out).
- Dojo points may be deducted for more serious negative behaviour.

In some circumstances a consequence may also mean

- Being sent to the Headteacher
- A letter / telephone call home to inform parents or a request to see parents
- Seclusion within school
- The Guidance & Learning Centre at Easington Colliery Primary School

Unacceptable behaviour which would result in deducting a Dojo point would need to be **deliberate or repeated and be known to the child as being inappropriate**. The following may result in taking a Dojo point away:

- Destruction or causing intentional problems in the building e.g. flooding, blocked toilets
- Fighting i.e. more than rough play
- Theft
- Hurting others - physically / verbally
- Swearing - this must be heard by an adult
- Lying - repeated or malicious and / or where the intent is to implicate other innocent parties
- Bullying

If negative behaviour is displayed during after school clubs the club leader, or a member of staff on behalf of an external club leader, should speak to the child's parents and advise them that if the negative behaviour continues their child will be unable to attend the club.

Teachers with concerns about a child's behaviour will seek parental support to help their child and individual strategies may be applied, for example, a positive book, individual sticker charts, a home / school diary.

In the following circumstances parents would be informed immediately:

- Discriminatory behaviour
- Hurting a member of staff

A child who loses control and is a danger to his / herself and others should be restrained by calmly and carefully holding him / her by the forearm. Members of Staff trained in Team Teach should be used to withdraw the child, giving him / her the opportunity for "Time Out" to diffuse the situation if possible. All incidents where this has been necessary should be brought to the attention of the Headteacher. See Restrictive Physical Intervention Policy.

Individuals who present more challenging behaviours and for whom the school Behaviour Policy is having a limited impact will be provided with more specialised support in school in consultation with parents and support from external agencies may be requested. Our Deputy Headteacher is responsible for organising additional support for pupils, staff and parents in managing, monitoring and improving behaviour.

For children displaying repeated negative behaviours an Individual Behaviour Plan (IBP) and a Behaviour Contract may be created.

The Guidance and Learning Centre / Exclusion

Schools have access to The Guidance and Learning Centre based at Easington Colliery

Primary School. There are staff based at the Centre to support and supervise fixed term exclusions from the Schools for periods of 1 to 5 days. The regulations allow Head Teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not the school, therefore, any days of fixed term exclusions served by a pupil in any school or Pupil Referral Unit in the same school year will count towards the total. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. It is the responsibility of the School to inform parents of the exclusion, to send appropriate work to the centre for the child to complete and to hold a reintegration interview with the child and parents before returning to School.

A decision to exclude a pupil should be taken only:

- (a) In response to serious breaches of the school's behaviour policy; and
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher or in the absence of the Headteacher, the most Senior Teacher who is acting in that role can exclude a pupil. A decision to exclude a child *permanently* is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used at a last resort. There will however be exceptional circumstances where in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- (a) Serious actual or threatened violence against another pupil or a member of staff
- (b) Sexual abuse or assault
- (c) Supplying an illegal drug
- (d) Carrying an offensive weapon

In such circumstances the school would also consider whether or not to inform the Police where such a criminal offence has taken place. Consideration would also be given as to whether or not to inform other agencies, e.g. Youth Offending Team, Social Services, etc.

In the event of fixed term exclusions the School would follow guidance documents agreed by the LA for permanent exclusions.

Monitoring & Evaluation

All Staff continually monitor the behaviour of the children.

The Deputy Head Teacher will regularly review the Dojo system to ensure that there is fairness and consistency across school with the points which are awarded or deducted and to spot any patterns of behaviour which may need further attention.

The effectiveness of the Assertive Discipline programme is monitored regularly and reviewed as required.