

Colton Primary School

Behaviour Policy



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Colton are confident, independent learners who are not afraid to ask questions of themselves and others.

Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

'Everyone Successful Everyday'

Date policy agreed by all staff / Governors: December 2023

Date of policy review: October 2024

Headteacher: *Mrs. C Johnson* Caroline Johnson

Chair of Governors: *Mrs. N Welsh* Nichola Welsh

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation and statutory requirements

This policy reflects the statutory requirements and advice from the Department for Education (DfE) in:

- [Behaviour in schools \(September 2022\)](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(Updated September 2023\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) code of practice.](#)

This policy complies with our funding agreement and articles of association.

Rights and responsibilities

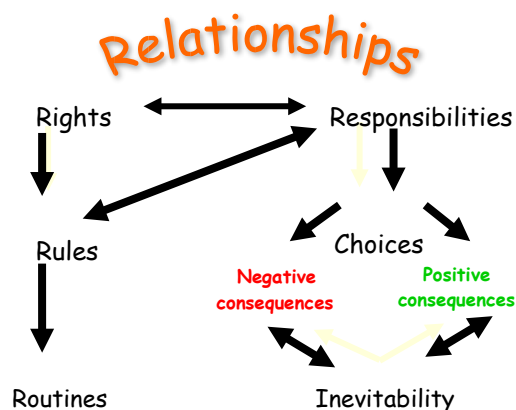
We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe learning community for all. The Relationships and Sex Education Curriculum, the Personal, Social and Health Education curriculum and regular Circle Time promote a culture where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone. Children are rewarded for positive behaviour and for making the right choices.

Good discipline has its roots in a stimulating classroom environment which captures each child's interest and imagination to such a degree that thoughts of misbehaviour become irrelevant. This remains an ideal and in practice needs to be linked to other factors:

1. The caring ethos of Colton Primary School which is built upon mutual respect.
2. Consistent expectations for behaviour shared by all members of staff – teaching, support, office staff and all other adults who come into school and hold positions of responsibility.
3. All adults in school are expected to model outstanding behaviour.
4. The Colton School Code (see below)

Principles

Positive Behaviour Management based on the '5 R's framework'.



Positive behaviour management may be defined as the strategies the school employs to promote a safe, well ordered, purposeful school community. These strategies underpin our Behaviour Policy.

We believe that the most effective way of achieving these aims is to teach the children how we want them to behave, encourage and praise them and emphasis is placed on what to DO rather than what we DON'T do. These principles are embedded throughout school and are reflected through the 'Colton Code':

The Colton Code

Care for each other; be kind

Only move calmly around school; take care

Look after our school; be thoughtful

Try your best; work hard

Own your learning; it's up to you

Never give up; together we can make a difference

(Reviewed regularly by School Council and staff)

In addition each class will agree its own set of class promises or rules which cover aspects of rights and responsibilities, as part of the induction period at the start of each term. These have a positive emphasis of what we agree or promise to do rather than a list of 'things we don't do' (see below).

The school recognises that all children's emotional needs must be supported so that they feel safe and secure. They are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive approach. At the beginning of the year they select a 'Special Person'. This is an adult in school they feel comfortable talking to if they wish. We will work with families and individuals to ensure everyone understands what to do if they feel worried or concerned.

Role of the Pupil

At this age, children are still learning to socialise and developing their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy, Induction Pack – Home/School Agreement)

Pupils are expected to:

- Understand the school expectations for behaviour (reasonable adjustments are made for pupils with SEND)
- Follow the school rules - Colton Code
- Follow their classroom rules or promises
- Accept responsibility for their choices and the consequences of their actions
- Listen and respond appropriately to what adults and children say
- In class, make it possible for all pupils to learn
- Keep themselves and others safe

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create and maintain a calm, purposeful and positive atmosphere with high expectations
- Provide a caring and effective learning environment
- Encourage positive relationships based on mutual respect
- Teach and model outstanding behaviour
- Implement the policy consistently and fairly, responding promptly to any misbehaviour, restoring a calm, safe environment.
- Provide a personalised approach and make adjustments for children with additional needs, liaising with the SENCO / Pastoral Mentor and outside agencies as appropriate
- Record behaviour incidents on CPOMS / personal charts
- Attend training and CPD focused on behaviour for learning and proactive behaviour management strategies

It is the responsibility of all adults to implement the school Behaviour Policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas under investigation have been explored and all voices heard.

Role of Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy.

The headteacher will:

- Ensure that the school environment encourages positive behaviour
- Support the staff to manage behaviour for learning
- Monitor how staff implement this policy ensuring staff deal with poor behaviour effectively, checking rewards and sanctions are applied consistently
- Work alongside parents if there are significant concerns about a pupil's behaviour
- Implement sanctions (if appropriate)
- Provide CPD and training as part of staff induction and at regular intervals

- Report upon the effectiveness of the Behaviour Policy as requested by parents / governors / Trustees

Role of Parents

Parents are expected to:

- Ensure that their child fully understands the school rules (Colton Code)
- Support their child in adhering to the school rules and help them to take responsibility for their actions
- Support the school in the application of sanctions which are consistently and fairly applied
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Check Tapestry regularly for updates

See Induction leaflet (Home/School Agreement)

Role of Governors / Trustees

The Governors of the school support the Headteacher and staff by:

- Promoting the ethos of Colton Primary school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish and staff can teach effectively
- Developing a positive reputation in the community
- Holding the Headteacher to account with regard to the implementation of the policy

Formulating class rules

At the start of the school year in September, each class negotiates together their own class promises or rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all school members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Rewards in school

Children who make consistently good choices in class and around school are rewarded for their efforts. (see Induction leaflet - positive reward system) The following may be used:

- verbal praise
- non-verbal praise, approving signs and acknowledgements (e.g. a thumbs up, smile)
- class time rewards – (decided by the class as part of Investors in Pupils).
- sent to another teacher/Headteacher with their learning
- Headteacher certificate of reward and/or sticker
- Whole school Dojo/Team rewards for pastoral / personal achievements e.g. being kind, courteous and helpful, and for achieving academic targets or celebrating successes
- Messages sent to parents /carers
- Courtesy Cup – distributed weekly to a pupil who has demonstrated good manners / politeness / good role model
- Attendance Award – given out weekly to the class with the highest attendance
- End of term Dojo Team treats

Lunch Time

- Staff will give out stickers for positive actions such as good food choices, eating their lunch, good table manners, behaving well, helping and being kind.
- Peaceful Problem Solving strategies will be used if children have a fall out.

In Class

- Each class uses praise, stickers, Dojo points, class targets and personal targets where children work towards their own or class reward time.
- Each week class teachers from R-Y6 nominate 2 children as 'Stars of the Week'. These children receive a certificate in assembly and their names are entered in a Celebration Book.
- Weekly praise for specific aspects of class work and rewards if class targets are achieved.
- Dojo / Teampoint treat at the end of each half term (winning colour)

All adults should reward pupils for good, kind behaviour and trying hard with their learning. It is important to be inclusive and to ensure that quieter, consistent children are regularly rewarded and not overlooked.

Sanctions

All adults will enforce the positive behaviour policy and will support the implementation of this with regard to sanctions. It is crucially important not to label children and to give them a chance to make the right choice. We do not say that a child is naughty; rather we describe the incident as having made the wrong choice. It is important that children see the consequences of their actions and can articulate how they can put right the wrong and how they should have acted in the first place.

Play / Lunch Times

Staff on playground duty will deal with minor incidents. More serious or repeated incidents will be reported to the SENCO at lunchtime or the Pastoral Mentor, then to the class teacher or Headteacher. When children fall out, we follow the Peaceful Problem Solving Process as a method of 'restorative practice'. The children learn to resolve their own conflicts (supported by an adult or peers) by discussing what happened, developing empathy and an understanding of how to deal with the situation in future. It also means the children have to take responsibility for their actions and understand the impact of their behaviour.

Play time and lunch time – sanctions may include a look or signal warning, a verbal warning, walk round with adult, time out (for as long/short as required), sent inside to a member of senior staff or reported to the class teacher at the end of play/lunchtime and if appropriate, reported to parents. These strategies may be used to support a dysregulated pupil, to protect a pupil or to restore a safe, calm environment.

If a member of staff (class teacher, senior staff member or any other staff member who deals with an incident) feels it is necessary to send a child in for the remainder of the playtime/lunchtime period then this must be reported to the Pastoral Mentor for monitoring purposes. If there has been a serious breach of our rules, or repeated poor choices, we may need to contact parents at this stage.

Sanctions in class (strategies for layering interventions)

1. **Non-verbal messages** – 'the look', signals, smiles and frowns, physical proximity
2. **Tactical ignoring** – choosing to ignore an non-disruptive inappropriate behaviour until a quiet time when it is more convenient to deal with it
3. **Description of reality** - describe the obvious reality of what the pupil is doing – 'You are tapping your pencil' 'You are swinging on your chair'
4. **Simple Directions** – give a reminder of what needs to be done – 'You need to put your pencil down, thank you.'
5. **Rule restatements** – 'our class rule says we put our hand up to speak, James.'
6. **Assertive statements** (acknowledge child's point of view) – 'I need you to move away and sit here then you can concentrate / I understand you haven't finished but I need you to put your pencil down and listen now'
7. **Language of Choice** – 'If you chose to put down your pencil we can get on with our learning. If you choose to continue you will miss X minutes of playtime / move to another place in the classroom / miss 5 minutes of the class reward / other suitable sanction.
8. **Exit procedures** – on rare occasions, if these strategies have not worked, it may be necessary to remove a pupil from the lesson to enable the rest of the class to continue learning / allow the pupil some thinking time.
 - Children who disrupt lessons or do not complete work due to misbehaviour might miss some or all break time or other activities e.g. class rewards. (Teachers should ensure children kept in have adequate supervision, the opportunity to go to the toilet and have a drink. If children are kept in, incidents are reported to the Pastoral Mentor for monitoring purposes)
 - Children may be sent to another teacher or member of SLT. (*This must be reported to the Pastoral Mentor so that the behaviours can be monitored*)
 - If a pupil continues to make the wrong choices, the Pastoral Mentor will support with interventions and behaviour will be monitored. Strategies will include keeping a log of incidents, reward charts, regular check-ins, good behaviour books, home school diary. Realistic targets will be used. All staff should be aware if these are in operation outside the classroom.
 - Continuing behaviours may result in the implementation of an **Individual Behaviour Plan** and parenting contract.
9. **Internal Exclusion** - persistent disruptive or unacceptable behaviour may result in internal exclusion. (See Internal Exclusion Policy). This time would be used to support the child to understand the triggers for their behaviour choices and consider strategies to minimise the chance of reoccurrence.
10. **Fixed Term Exclusion** - In extremely rare cases, a fixed term exclusion might be deemed appropriate. Colton Primary School has not excluded a pupil for many years as we work with our children and families to improve self-control and teach and reward behaviour for learning in school.

Group Learning

Minor incidents will be dealt with by the teacher/adult on duty/supporting a group session. Repeated misbehaviour should be reported to the class teacher, Pastoral Mentor, deputy head teacher or head teacher, and logged.

Unacceptable Behaviour

Child on Child Abuse

It must be recognised that child-on-child abuse may be taking place, even if not reported. It can take a variety of forms both inside school and off site. Through our RSE and PSHE curriculum, children are taught about the different forms of bullying and abuse and what they can do if they are the victim or witness this happening to someone else. We encourage a ‘**speak out**’ culture. We also recognise as an inclusive school that there are additional barriers when recognising abuse for pupils with SEND and therefore ask staff and pupils to maintain a high level of vigilance at all times.

We do not allow mobile phones. In consultation with parents, some pupils in upper Key Stage 2 (Year 5/6) may bring a phone to school. However, the phone must be handed in to the teacher at the start of day, it is kept securely and returned to the pupil at home time.

Bullying, in any form (prejudiced or discriminatory based bullying), behaviour which is likely to cause injury to self or others, verbal abuse of others, repeated verbal misconduct, inciting others to offend, physical violence, wilful damage to property **must** all be reported to the Headteacher. We will challenge the conduct of our pupils outside the school day if it impacts on the mental health and well-being of our pupils or the orderly running of our school. For example, conduct online or out in the local community when wearing school uniform. It is school policy to consult with parents over serious misbehaviour and discuss relevant out of school incidents.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The **Anti-bullying Policy** sets out the school’s approach to bullying. We use ‘STOP’ to raise awareness and prevent bullying of all kinds. (Several Times On Purpose / Start Telling Other People). Bullying will **not** be tolerated in any form. Through RSE, PSHE and Circle Time, we teach the children to celebrate diversity and difference.

If misbehaviour continues, the school will implement the ZERO TOLERANCE guidance. A meeting will usually take place between the Head teacher, Pastoral Mentor, Class Teacher, Child and Parent. The inappropriate behaviour is identified and agreed by all. Positive strategies continue to support the child, but no more warnings will be given. The day is broken up into agreed time slots and the child is removed from class for the duration of the zero tolerance if reoffending occurs.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Local Governing Body would be involved only in extreme cases of bullying.

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to Children’s Social Care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

Support for pupils exhibiting challenging behaviour

If children continue to make the wrong choices or struggle to adapt and improve their behaviour, external agencies may be accessed (Behaviour Support Service / Attendance and Engagement Officer / Educational Psychologist / Speech Therapist) and a new plan of action / contract may be created:

- PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.
- IBP (Behaviour Support Plan)
- Time scales and regular review dates will be agreed.
- Should the above procedures fail to have the desired effect, the following course of action will be taken:
- Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

Banned Items

From time to time, it becomes necessary to ban items from the school. At the time of review, the following items are not permitted in school:

- Smart Watches
- Makeup and lip gloss
- Toys and teddies
- Plastic jewellery
- Collectable cards
- Dangerous items of any kind

Malicious allegations

If a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) school will consider whether the pupil who made the allegation is in need of help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for details on responding to allegations of abuse against staff or other pupils.

Equal Opportunities

- **Gender** - Staff must have the same expectations for standards of behaviour for boys and girls.
- **Special Educational Needs** –Treating all children fairly does not mean they should all be treated exactly the same. Each child is an individual. If a child has a long or short-term additional behaviour/discipline needs or an EHCP, all staff should be made aware to ensure consistency.
- **Culture and Religion** - Regard should be given to the culture of the home. It is the school's responsibility to work in partnership with home to agreed models of behaviour and discipline for all children.

Appendices

School reward system – available in school by request

Anti-bullying policy – website

Internal Exclusion Policy