



# **COLEMAN PRIMARY SCHOOL** **Behaviour Management Policy**

**Date Approved by the Governing Body: October 2021**

**Date to be reviewed by the Governing Body: October 2023**

## **Vision Statement**

At Coleman Primary School we are committed to offer a broad range of educational opportunities in a safe, friendly, disciplined and stimulating environment where individuals can develop in an atmosphere of respect and mutual support and where high attainment and continuous improvement are paramount.

## **Rationale**

We believe that strong, positive relationships between children, teachers, support staff, parents and other members of our school community are essential to achieve maximum potential and growth. We believe that a co-operative school is a happy, secure place where everyone's needs are met and all have the opportunity to succeed. We encourage children to become self-confident, self-disciplined and courteous.

## **Aims**

- For children to take responsibility for their own behaviour.
- We aim for a consistent approach within the school community to ensure an orderly, safe and happy environment and to allow teaching and learning opportunities for all.
- We expect high standards of behaviour from all members of the school community.
- To work collaboratively towards common goals.
- To promote high self-esteem, resilience, respecting themselves, others and the environment.



- To promote equal opportunities for all irrespective of race, religion, gender, nationality and disability.
- All children will be treated fairly and without discrimination when their behaviour is dealt with.
- We will take proactive steps to prevent exclusion.
- We adopt strategies for integrating long term truants and excluded pupils from other schools which address the needs of all pupils.
- To ensure our procedures for disciplining children and managing behaviour are fair and equitable to all children.
- It is recognised that cultural background may affect behaviour and this will be taken into account when dealing with incidents of unacceptable behaviour.
- It is also recognised that a child's personal background, life history or current personal situation may affect their behaviour and this will also be taken into account when dealing with their behaviour.
- We will be fair and consistent in our approach when dealing with children's behaviour.

### **Staff Responsibilities**

For Coleman to be a happy and welcoming school the adults within it should take every opportunity to model the standards of behaviour expected in the school.

We all have a shared responsibility and an equal part to play. To achieve this we will:

- Be consistent in our approach when dealing with children's behaviour and follow the schools rules, sanctions and rewards procedures.
- Treat everyone with courtesy and consideration.
- Treat each child as an individual.
- Praise positive behaviour.
- Ensure all children know what is expected of them.
- Ensure children have a 'right to reply' when dealing with conflicts.
- Promote high standards of behaviour.
- Not be afraid to admit mistakes (children learn from example).
- Keep parents informed and involved of their children's progress including any behavioural concerns.



## Procedures

To maintain an orderly, safe and happy environment it is essential to implement the following procedures:

- Ensure all children walk quietly around the school at all times.
- When escorting a class the children walk in single files in a quiet and orderly manner keeping to the left. Teachers should walk at the head of the class line, stopping at intervals to ensure that the children are orderly.
- It is particularly important that children are supervised on stairways.

Key Stage 1 Teachers to escort their class to the playground at playtime and hometime (teachers must remain with the children until collected).

Key Stage 2 Teachers to escort their class to the exit door each playtime, lunchtime and to the playground each home time to ensure the children leave in an orderly manner and to avoid congestion in the corridors.

- Classes to line up in their designated area and then be collected from the playground at 8.50am, the end of play and lunch times.
- Children must not be left in the classrooms for any reason during breaktimes unless supervised by a teacher.
- All staff should also follow the 'School Organisation Procedures' (Appendix Bi and Appendix Bii (lunchtimes)).

## **Pupils Rights and Responsibilities**

At Coleman Primary School everybody has rights and we believe the children have a right to work, play and learn in a friendly, safe and supportive school. Our aim is to enable our pupils to take ownership of their behaviour, respect the rights of others, develop positive relationships and support their own and others learning.

To achieve these aims children have a **right to learn, feel safe** and the **right to respect**.

- **THE RIGHT TO LEARN** without undue, unreasonable and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons,



overly negative feedback or lack of consideration of their learning needs.

- **THE RIGHT TO FEEL SAFE** including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- **THE RIGHT TO RESPECT/FAIR TREATMENT** for all members of the school community, including the children, to interact in a civil and respectful manner towards each other.

With rights come **RESPONSIBILITIES**. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

Pupils' responsibilities include:

- To move around school in an orderly manner.
- To listen
- To help
- To try their best
- To discuss and talk things through
- To be on time
- To be polite
- To treat people with respect
- To be honest
- To include everybody
- To be friendly and kind
- To be fair
- To be supportive
- To try to work out problems and disputes fairly
- To look after each other
- To understand each others differences
- To work and play safely
- To share
- To have a go

NB: Each class will devise a "Class Behaviour Agreement" at the beginning of each academic year which encompasses these rights and responsibilities.



## **School Rules**

To protect everybody's RIGHTS and to encourage RESPONSIBILITY we have five key rules, which are as follows:

- 1. FOLLOW INSTRUCTIONS**
- 2. BEHAVE IN A WAY THAT DOESN'T DISTURB OTHERS**
- 3. KEEP HANDS, FEET AND OBJECTS TO OURSELVES**
- 4. BE POLITE (NO SWEARING, TEASING OR BULLYING)**
- 5. LOOK AFTER OURSELVES, EACH OTHER AND OUR SCHOOL.**

These rules will be displayed in each classroom and in prominent areas around the school.

It is important that all children are familiar with the 5 key rules. It is the responsibility of the class teacher to establish these rules with their class and the responsibility of ALL staff to enforce these rules CONSISTENTLY.

## **Unacceptable Behaviour**

Unacceptable behaviour can be defined as anything that breaks any of the schools 5 key rules and therefore anything that inhibits a child's learning or endangers the safety of others.

### **Examples of Unacceptable Behaviour**

- Physical abuse
- Verbal abuse
- Anti-social behaviour including sexist, homophobic and discriminatory behaviour
- Racism (Refer to "Dealing with Racist Incidents" policy).
- Aggression
- Swearing



- Rudeness
- Stealing
- Dishonesty
- Deliberately upsetting other people
- Vandalism
- Disturbing others
- Dangerous behaviour
- Refusal to co-operate or work
- Bullying (Refer to Appendix C – Anti-Bullying Policy).

## **Sanctions**

In order for children to become responsible for their own behaviour there needs to be consequences to follow when school rules are broken.

Inappropriate behaviour must be challenged consistently. We have to provide a negative consequence everytime a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action.

At Coleman we have a hierarchy of sanctions. There are two procedures for sanctions, one to be followed during lunchtimes the other to be followed at all other times.

### In-School Sanctions

1. Warning
2. Time out in own classroom (approximately 5 minutes)
3. Time out in own classroom (approximately 15 minutes)
4. Time out in partner class (for 10 minutes). \*(Partner classes to be determined within each year group)
5. Sent to a member of the school's Senior Leadership Team Headteacher (Headteacher, Deputy or Assistant Headteachers). At this stage the child's name, details of incident and action taken will be recorded on the school's electronic recording and monitoring system. A letter will be sent home to parents/carers if appropriate.

The hierarchy of steps should be followed throughout the day and starting afresh each day.



Foundation Stage 1/2 and Year 1 class teachers may use their professional judgment in allowing for some flexibility in using these sanctions due to the age/maturity of the children.

Some children who are identified on the SEN register as having social, emotional and mental health difficulties may follow an Individual Behaviour Plan or have individual targets and therefore these sanctions may need to be adapted.

Teachers need to keep a record of sanctions given to each individual pupil per day for monitoring purposes.

#### Severe Clause

In extreme cases the above hierarchy of sanction steps would NOT be followed and children would be sent straight to the Senior Leadership Team (sanction 5). This clause would be used for the following types of behaviour:

- Vandalism
- Pre-meditated violence
- Abuse towards staff
- Stealing
- Absconding from school
- Serious cases of anti-social behaviour

#### Ultimate Sanction

All efforts will be made and proactive steps will be taken to prevent exclusion. However in extreme cases and/or where there is persistent abuse of the school rules this will result in exclusion (fixed term or permanent).

#### Lunchtime Sanctions

A parallel system to the in-school sanctions will be operated at lunchtimes.

The lunchtime sanctions are:

1. Warning
2. Time-out (5 minutes)

Author: T Smith

7

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- In the Dining Room – to be sat at a separate table
  - Playground - KS1 – walking with a lunchtime supervisor  
KS2 – Standing against the fence
3. Being sent to sit in the hall (10 minutes), supervised and timed by the Dinner Manager
  4. Referred to the Dinner Manager – severe clause

Sanction 4 behaviours include:

- Racism
- Throwing stones
- Stealing
- Vandalism
- 'Serious' fighting or physical abuse
- Absconding from school
- Verbal abuse towards staff
- Physical abuse towards staff
- Group of children picking on one child
- Premeditated violence

The dinner managers will have an agreed and consistent approach to children sent in to them that is appropriate to step four of a five step sanction procedure.

5. Referred to the Senior Leadership Team – details of incident recorded, action determined and a letter sent home.

Class teachers will be informed of any children receiving a sanction through the use of **sanction card** ('Red Card'). Lunchtime supervisors will keep a supply of sanction cards which they will complete each time a child receives a sanction. The card/s will then be handed in to the Behaviour and Learning Support Mentor at the end of each lunchtime who will record the sanctions and then pass on the cards to the class teachers.

### Playtimes

If a rule is broken during playtimes the teacher on playground duty will issue the child with a red card, sent to the class teacher via a





sensible monitor. The class teacher will sanction the child appropriately in accordance with the hierarchy of steps.

### Issuing Sanctions

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken.

- Refer to the child's actions to their own and others rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Avoid using humiliation and sarcasm.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses and reaction.

'REMEMBER IT IS THE **CERTAINTY** OF THE **CONSEQUENCES** RATHER THAN THEIR SEVERITY THAT IS THE **EFFECTIVE** ELEMENT IN RESPONSES TO MISBEHAVIOUR' – Bill Rogers.

NB: In very rare circumstances it may be necessary to control or restrain pupils for their own or other's safety using physical contact. Some staff have received 'Team Teach' positive handling training and should follow these handling procedures. (Appendix F 'Positive Handling Policy'.)

### Rewards

In order to support our school ethos of a safe, happy, friendly, disciplined and stimulating environment it is important to be positive. Positive behaviour should be reinforced both individually and collectively. Praise should be used wherever possible to encourage appropriate behaviour. At Coleman we also believe positive behaviour should be rewarded through the use of whole school, classroom and individual rewards.

#### Whole School rewards

At Coleman we have:

- **Houses**

Author: T Smith

9

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The pupils are divided into 5 house groups – Beech, Cedar, Chestnut, Oak and Sycamore. Children are awarded 'House points' for deserving positive behaviour by all staff including support staff. Class teachers need to keep a record of points collected by each House.

House points are collated each week and the winning house announced weekly.

- **Golden Book**

One child per year group is selected each week by the year group teachers. Their name will be entered in 'The Golden Book. Children entered in the Golden Book will be congratulated in the regular 'Achievement Assemblies'.

They will also receive a certificate to take home.

- **Achievement Assemblies**

Achievement assemblies will take place once a month. Children are congratulated for their achievements both within and outside of school.

- **End of term certificates**

Three children from each class are selected by their class teacher for outstanding achievement. They receive a special certificate at the end of term assembly.

### **Classroom Rewards**

A hierarchical system of rewards will operate which will be modified according to the age of each year group. The system is as follows:

1. Praise
2. Cumulative reward system – the type of system to be operated will be decided by each year group.
3. Certificates – to be devised by the year group



#### 4. Letter home