



Ready. Respectful. Responsible

BEHAVIOUR POLICY

SUMMER 2018

REVIEW SUMMER 2019

Adopted by Governors

Chair of Governors.....

Date.....

Behaviour Leader : Mr J.Wright
Behaviour manager: Mrs S.Whettell
Link governor for behaviour:TBC

The school's aims approach to behaviour

This policy has regard for:

The Education (Independent School Standard) Regulations 2014, part 3 subsection 9
The Equality Act 2010
The DfE advice 'Behaviour and discipline in school', January 2016 and
KCSIE September 2016.

The Policy should be read in conjunction with:

The School's Aims and Ethos
Anti-Bullying Policy
Child Protection and Safeguarding Policy
Complaints Policy and procedures
The SEND policy
The Adult Code of Conduct

This is a whole school policy and has regard for ALL children in Colmers Farm Primary School.

The school's aims promote a high standard of behaviour and an ethos where all members of the school are valued. We use the school's values of **Ready, Respect** and **Responsible** in the development of self-esteem, respect for others and self-discipline. Staff are excellent role models and we place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the sanctions for poor behaviour should it arise.

Children with Special Educational Needs and Disabilities (SEND)

We understand that reasonable adjustments may need to be made for those children with SEND, and we will ensure that this policy is applied fairly to these children.

The Policy Aims

- To be clear and well understood by staff, parents and our children.
- We will define acceptable standards of behaviour and will ensure that our expectations and strategies are widely known and understood.
- We will ensure there is a consistent approach to behaviour management
- We will provide clear guidance for classroom management and that teachers and all members of staff will be supported by the Executive Head , Head of School and the Senior Leadership Team
- We will have a clear system of rewards and sanctions
- We will have behaviour strategies and will teach good behaviour
- We will have regard for its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with SEND.

We understand the importance that poor behaviour can hinder attainment and progress. With this in mind, we will promote self-esteem, self-discipline and positive relationships through fostering an environment in which everyone feels safe and secure and where each person is treated fairly. We will create an environment where good behaviour is encouraged and reinforced.

Roles and Responsibilities of staff

It is the responsibility of ALL adults employed by the school to:

- ensure that all children feel valued, important and feel they belong in the school
- see that they are one of the key reasons why and how children behave in school
- ensure that the school's values and ethos are enforced throughout the school both in and out of class.
- have high expectations of the children with regard to behaviour, and strive to ensure that all children achieve to the best of their ability.
- enforce behaviour expectations visibly consistently, treating each child fairly, with respect and understanding.
- deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice from the relevant person or persons.
- model expected behaviour at all times
- build and maintain positive relationships with parents and carers
- ensure that school systems and structures are followed consistently and pupils treated fairly
- be Ready, Respectful and Responsible

Governors responsibilities

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Headteacher Responsibilities

- The Headteacher will ensure the Behaviour Policy is implemented in school.
- The Headteacher will be involved in serious cases that may involve exclusion.

SLT Responsibilities

- To support and empower any members of staff who are experiencing challenging behaviour, by helping to improve their practice and keep all pupils safe
- The SLT members responsible for behaviour will monitor behaviour incidents through discussions and regular meetings with the Pastoral Manager and Pastoral Team

Teaching Staff (including Teaching assistants):

- To ensure QUALITY FIRST TEACHING
- To seek information of any circumstances which may affect a child's school life, health, safety or wellbeing.
- To investigate behaviour incidents rigorously and ensure closure on all incidents.
- To keep behaviour records in line with this policy.
- To match activities to the pupils' abilities
- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support and challenge their learning. ***These responsibilities run alongside those stated in the Teacher Standards 2011 which apply to all qualified teachers.***

Dinner Supervisor Responsibilities

- To follow the Staff Handbook that outlines their roles and responsibilities.
- To follow the Behaviour Policy.

Parents/Carers Responsibilities

- To work in partnership with the school and support the systems and structures related to behaviour management.
- To adhere to the Adult Code of Conduct (see link on appendix 4)
- To follow the Complaints Policy and procedures should they have cause to complain

Rewards and sanctions

At Colmers Primary School, we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. The following is a list of rewards that will be used at Colmers Farm Primary School.

Dojo Points

Dojo points are the primary method of rewarding good behaviour on a daily basis. Pupils at Colmers Farm Primary School are split into four Dojo teams and are awarded points for good behaviour and good work. These points are totaled up each week and the winning team announced. At the end of half term, the winning house will receive an afternoon off timetable participating in a variety of activities that they can choose from.

Recognition Board

These boards are displayed in each classroom. The class teachers will choose a behaviour that they would like the class to focus on for that week. When a child exhibits that behaviour, their name is written on the Recognition board.

Hot Chocolate Fridays

Each week, staff nominate children from their class, or other classes, for displaying the learning behaviour assigned to the week by the Headteacher. This Learning Behaviour is shared on the website for the parents/carers.

Behaviour Support

The purpose of Behaviour Support at Colmers Farm Primary School is to give children the opportunity to change their behaviour and remove barriers to learning. It is vital that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child him/herself;

- completion of work at home (through an imposition letter- see appendix 2) or extra work in school;
- carrying out useful tasks to help the school;
- time-out table (to be used when the need arises)
- reflection time in school hours;
- individual behaviour plans;

Teachers make these explicit to pupils although there is flexibility in enforcing these sanctions depending on the severity or frequency of the child's behaviour.

Exclusions

Where there are instances of behaviour that cause or are likely to cause injury, serious breaches of the school's behaviour policy and where other children's welfare and education are at risk, the Headteacher can implement a fixed term exclusion or, in extreme circumstances, a permanent exclusion. For exclusions that are permanent, the Headteacher will follow the published exclusions guidance in consultation with Birmingham's Exclusion Team. All exclusions follow DfE guidance on exclusions from Maintained Schools (see Appendix 4)

The final decision will be decided by the Headteacher and will only be considered when there is clear evidence that all other sanctions and systems have been followed.

The following incidents will result in immediate fixed-term exclusion:

- Possession of a weapon or prohibited items (see Screening, Searching and Confiscation)
- Assault on a member of staff
- Any behaviour that puts other's safety in danger

Malicious allegations

Colmers Farm Primary School deals with malicious allegations very seriously and follow the DfE guidance set out in 2012. This can be found in Appendix 4.

Legal duties

The behaviour policy of Colmers Farm Primary School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). This policy recognises that some pupils require a more sensitive approach and differentiated support.

The use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Team Teach's aim is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. Team Teach's method is to provide training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint. Team Teach restraining techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

Racist, Bullying, Radicalisation and Homophobic Incidents

Colmers Farm Primary School does not tolerate any Racist or Homophobic behaviour, Radicalisation or Bullying and treats any incidents extremely seriously if they occur. If these incidents do happen, they are immediately referred to the Head of school. The procedure is as follows:

- incident recorded on the specific form by adult who reports the incident
- discussion with the involved parties
- the incident will be logged
- both parties' parents will be informed

Searching, screening and confiscation

School staff can search a pupil for any item if the pupil agrees with 2 adults present. The Headteacher and staff authorised by the headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The ability to give consent may be influenced by the child's age or other factors and advice will be sought before a search begins.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline (For further legal information, please see appendix 4).

Disciplining pupils beyond the school gate

The school will investigate any out of school behaviour incidents it is made aware of in line with the Positive Behaviour Policy and will inform parents. Teachers may discipline pupils, when they are not on the school premises, for:

1) misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

2) or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Please note: The behaviour of a pupil outside school can be considered grounds for an exclusion. (see exclusions guidance link Appendix 4)

Behaviour strategies and the teaching of good behaviour

- Good behaviour is modelled at all times by all adults employed by the school.
- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.
- By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Using regular short periods of time before the child misbehaves, gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends. A tip here is pretend that the parent/carer of the child is listening to you- would you still say the same thing?
- At times, leaders will intensively teach three key rules. They will be displayed prominently for a month, then removed and they encourage staff to sustain a consistent focus on these rules
- Staff are encouraged to teach one routine at a time until pupils can carry it out perfectly

Staff development and support

At Colmers Farm Primary School, we recognize that all adults in the school need continued and up-to-date professional development with regards to behaviour. With this in mind, Colmers Farm Primary School provides support in a variety of forms:

- INSET days and twilight/ PD sessions to inform staff of new and current legislation
- Individual and group training for Midday Supervisors
- Training from City of Birmingham School
- Staff based support from senior colleague
- Support from other schools' expertise
- Teacher's own research-based support

Managing pupil transition

Colmers Farm Primary School recognises that the following transitions could be a difficult time for a child, especially those who do find managing their own behaviour difficult:

- Moving to a new key stage or year group
- Moving to a new school mid-year
- Moving through a new key stage to a new school (Nursery to EYFS or KS2 to KS3)

During all of these transitions, Colmers Farm Primary School ensures the children adjust and settle well and are quickly able to focus on learning rather than surviving. Our transition planning and support focuses on individual strengths and needs. The gathering of specific information about individual pupils is used to support the provision of personalised transition planning and is passed on to the members of staff who will be directly involved with the pupil. Visits to the new places of learning, and by the staff, are organised to

Vulnerable children, such as those who are Looked After or have an EHC plan, will have other agencies involved during their transitions

Organisation and facilities

Colmers farm Primary School does not have isolation rooms or behaviour units. However, there will be a time when a child's behaviour needs to be isolated from the other pupils to enable the child to reflect and improve on their behavior.

Pupil Support

Pupils have access to the following during the school day to help them manage their behaviour:

- Pastoral Team
- ICT Suite
- Peer mentoring
- Playground Pals

Liaison with parents and other agencies

The school works closely with parents with regards to behaviour and the school always looks for ways to help parents and children with regards to improving challenging behaviour. We believe that early intervention is the key to this and parents/ carers are notified immediately of any concerning behaviour. Furthermore, we ask the parents to act as role models to all children by following the School's Adult Code of Conduct.

Social Services and other External Organisations

A Social Services referral may be made in some cases (see below) and is always made in line with the school's Child Protection & Safeguarding Policy:

- Sexually inappropriate behaviour
- Radicalisation
- Any behavioural incident which raises Child Protection concerns

City Of Birmingham Schools

Behaviour support is a Local Authority Service that the school buys in to. The service will be used as necessary through referral by the SLT.

Education Psychologist

This is a local authority service the school buys into. The EP would become involved if the school became concerned about a child's behaviour and would seek their advice and support for ways forward.

Contacting the Police or other Security Agencies

Any behaviour that has criminal implications may result in the police becoming involved. The Headteacher will decide on the appropriate course of action in this case.

Behaviour linked to radicalisation and extremism should be brought directly to the attention of senior staff who will decide the best approach. This could involve police, Prevent, Social Services or utilising guidance in the Channel Agenda (see appendix 4)

Review

This policy will be reviewed by the SLT annually and appropriate aspects of it will be reviewed by the School Council to ensure the pupils have a voice in the management of behaviour in school

Appendix 2



For the attention of parent/ carer of _____ class _____

Dear Parent / Carer

I am writing to let you know about a missed learning opportunity that your child had today. Unfortunately, the behaviour choices made by your child today resulted in time spent away from learning and a lack of evidence recorded in their book.

As you know, at Colmers Farm Primary School, we pride ourselves on our recorded work so that children can see the progress they make through the year and also can put right any mistakes they may make along the way.

It is therefore important that your child spends time at home tonight completing the learning they missed in class so that I can check understanding and plan accordingly for future lessons.

I am enclosing a copy of the missed learning from today. **Please ensure your child completes the work and returns it to me tomorrow.**

Thank you for your co-operation,

Class teacher

BEHAVIOUR SUPPORT

READY

RESPECTFUL

RESPONSIBLE

Reminders

Caution

**Five minutes time out in another
class**

Time out with an adult

SMT

REPAIR

Appendix 4

The following links provide the necessary DfE legislation and advice

Searching, screening and confiscation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Malicious allegations

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361444/DFE-RR192.pdf

Legal duties

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Radicalisation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The use of reasonable force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Adult code of conduct

<http://colmersfarm.bham.sch.uk/pdfs/policy-codeconduct.pdf>

Appendix 6

Key elements of Restorative Approaches

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology:

- ∅ Genuineness - honesty, openness, sincerity.
- ∅ Positive regard for all individuals - valuing the person for who they are.
- ∅ Empathic understanding – being able to understand another’s experience.
- ∅ Individual responsibility and shared accountability.
- ∅ Self-actualisation - the human capacity for positive growth.
- ∅ Optimistic perspectives on personal development - that people can learn and can change for the better.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people’s thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions
(See Appendix 6 for Restorative questions)

Responding to challenging behaviour

The individual is asked the following questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Responding to those harmed

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?