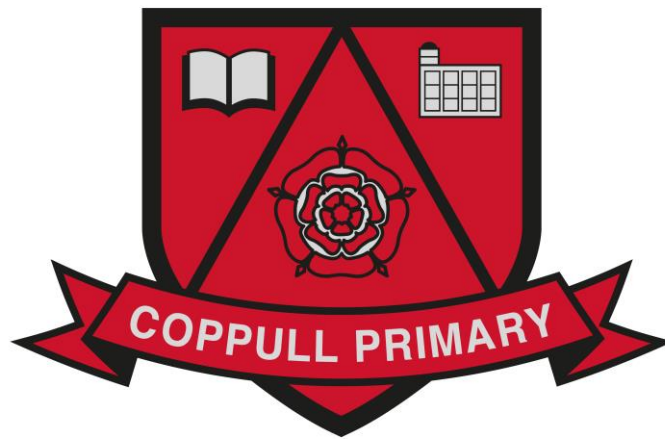


Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

BEHAVIOUR POLICY

SCHOOL VISION AND AIMS

We believe children who leave Coppull Primary should be well prepared for their future lives and hold happy memories of their time here. We focus on providing high quality teaching across all year groups to target accelerated progress for all pupils in order to raise attainment. We aim to provide life experiences through trips, visitors, clubs and competitions to enhance and support the work undertaken across the curriculum. We are committed to providing high quality support for families to ensure children come to school ready to learn.

School ethos

- At Coppull Primary we aim to generate a positive ethos, presenting our school as welcoming and attractive with an air of purposefulness and well-being amongst adults and children.
- We believe that within a secure, relaxed but well ordered environment, each individual is able to develop personally, and part of a community, with both rights and responsibilities.
- We feel it is essential to promote high, but nevertheless realistic expectations.
- We promote a sensitivity to the needs of others and attach importance to the careful transmission of positive values.

Equal opportunities

- Each member of the school community is given an equal opportunity, regardless of gender, race, creed, cultural or social background, to achieve his/her potential, including any provision to cater for Special Needs.
- All members of staff, teaching and support, are valued as a key resource. The professional development of all staff is a key issue in helping raise children's achievements, and training is supported and encouraged for all categories of staff.

Children's learning

- At Coppull Primary we seek to develop the whole child - intellectually, emotionally, socially, physically, morally; allowing that each child learns in different ways and at different paces.
- We place importance on first hand experience and building on the child's own experiences.
- Learning should be relevant, in a meaningful context, and enjoyable.
- We seek to match work carefully to each child's stage of development, through continuously assessing each child's achievements and potential.
- Every child is given full and equal access to the National Curriculum through carefully planned curriculum policies and schemes of work.
- We believe each child has the right to experience success and to develop a good self image with positive self esteem. We try to avoid situations that lead to failure.

Home and School

- We place great emphasis on building effective partnership between home and school, based on trust, understanding and confidence.
- We see parents as the first educators of their child, with a wealth of knowledge about their child.
- We greatly value the contributions that parents have to make both in the education of their own child, and also in the general life of the school.
- We aim to create many opportunities for parents to be informed about school policies, and the progress and welfare of their child: we encourage an open door policy for parents to come in and discuss any aspect of school or their child with us.

Behaviour

- We place great importance upon fostering good behaviour amongst all pupils.
- We promote a system of positive reinforcements, where we seek to encourage and reward good behaviour and achievement through a system of rewards and merits.
- We are alert to the possibility of bullying and deal with all reported incidents swiftly and effectively.
- We use an online system Toot Toot to monitor behaviour. All teaching staff record incidents of misbehaviours.

GOLDEN RULES

All children are introduced and reminded of our five golden rules. These form the basis of all expected behaviour in school and are presented as follows:

At Coppull Primary School:-

1. We respect one another.
2. We respect our own and other people's property
3. We listen when someone is speaking
4. We do what we are asked to do
5. We keep hands and feet to ourselves

The rules are displayed in golden frames around school and in all classes. When a child is demonstrating poor behaviour or attitude, the member of staff dealing with the situation is expected to point out which of the five golden rules are being broken.

HOW WE PROMOTE GOOD BEHAVIOUR IN OUR SCHOOL:-

1. Developing the self esteem in all members of the school community.
2. Maintaining consistent and high expectations for good behaviour.
3. Providing orderly, well managed school and classroom environments where children can feel safe and secure.
4. Providing a differentiated curriculum matched to pupils' needs and abilities.
5. Providing appropriate levels of quality supervision.
6. Rewarding good behaviour in all contexts.
7. Modelling appropriate communication with one another.
8. Exercising our "Duty of Care".
9. Allowing pupils to take responsibility for their own behaviour.
10. Using the SEAL/PSHE curriculum and circle time.
11. Developing home/school links.

CONSISTENT USE OF REWARDS TO MOTIVATE AND SUSTAIN GOOD BEHAVIOUR

1. Verbal praise and non verbal signals eg "thumbs up, smiling
2. Acknowledging the everyday well behaved children through the Good to be Green programme.
3. Stars and stickers
4. Individual class rewards systems.
5. Housepoints are awarded for good work or behaviour.

- These are collected and counted by class teachers and children are awarded individual certificates as follows: Bronze – 100, Double Bronze – 200, Silver –300, Double Silver – 400, Gold – 500, Double Gold - 600
 - House points are also totalled on a weekly basis by class teachers. Each of the four houses compete to earn a non-uniform day for their house for the most house points each term.
6. Through the Good to be Green Programme: Children who stay on the green traffic light for the entire week place their good to be green card into a box as they enter the hall for celebration assembly. A card is then drawn in during assembly from each key stage and a small prize awarded to the winners.
 7. Children who remain on green for a whole term earn a group reward, for example additional time on the field to play sports games or a visit from the ice-cream van.
 8. SEN/withdrawal groups use house points in the same way as in class.
 9. Pupils celebrate good work with other classes and on a display board for good work.
 10. Children all begin the week with golden time set aside on Friday. If they receive a red card during the week they lose part of this time. This is reduced at the teacher’s discretion. SEN children can be given opportunities to earn this time back for excellent behaviour.
 11. Focus behaviours such as good manners week are rewarded by all staff by way of a raffle ticket scheme.
 12. Celebration assemblies to which parents are invited. Certificates are presented for good work and good behaviour. Certificates are awarded for: Writing, Maths, SEAL and Merit. Children who receive a certificate receive a mention on the school website and outside of their classroom.
 13. Additional privileges can be earned eg 5 minutes extra playtime for a class that has worked particularly well, achieved Eco-Class of the Week or the Best Class Attendance Certificate.
 14. Each half term cups are presented as listed :-
 - Merit cup - for being a good helper, for being kind and a good friend
 - Endeavour cup - for trying hard and doing your best
 - Cheerful enthusiasm - for being keen and enthusiastic and always having a cheery approach to any task given
 - SEAL cup – for someone who has worked hard on the SEAL themes
 - Sports award for sporting excellence or effort
 - Working Hard and Playing Fair Award for all round good attitude to school
 15. At the end of the school year all leavers are presented with the above cups and an achievement cup is awarded to a pupil to reward excellent progress or attainment. There are also two Leavers cups that are presented to children for consistent good behaviour and hard work throughout their time at Coppull Primary School. Parents are invited to this Leavers Assembly

STRATEGIES TO HELP REDUCE INAPPROPRIATE BEHAVIOUR

Underpinning principles

- Give the child time to calm down
- Give children time to explain
- Give children choices and “escape routes”
- Go for win-win
- Have a stepped approach, and let the person who is dealing with the problem get on with it without others chipping in
- Separate the behaviour from the person

- It should always be made explicit that any action taken as a result of inappropriate behaviour will be time limited and that a fresh start will always be given
- Separate yard behaviour from class behaviour
- Any responses to be certain and predictable
- Be fair and consistent – the behaviour is punished consistently whoever the child is
- Be calm- otherwise pass on to someone else to deal with – it is acceptable to withdraw and pass it on
- Be non –judgemental
- Adults need to enable good behaviour
- Use judgement on when to intervene to prevent a situation escalating
- Be assertive not aggressive
- Don't take issues personally and don't make the punishment personal
- If children own up give this recognition
- Avoid focusing on secondary behaviours eg "look at me when I'm talking to you"
- Be reflective and eliminate issues that could precipitate poor behaviour

INTRODUCING CONSEQUENCES FOR POOR BEHAVIOUR

1. Adopt an approach whereby the teacher sets a limited menu of positive choices from which the pupils must choose – "you can sit away from John who is distracting you or you can sit next to me"
2. Alternatively point out the consequences of making positive or negative choices with different outcomes –
 - POSITIVE -If you stop distracting Sally and complete your work by the end of the lesson you can earn a house point
 - NEGATIVE -If you continue to distract Sally and don't finish your work, I will move you to a seat by yourself and you will have to finish your work at playtime"

This gives the child to reflect and make the right choice

SUGGESTED TECHNIQUES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

1. Low key- non hierarchical techniques
 - a. Tactically ignoring the behaviour
 - b. Praise pupil for correct behaviour
2. Non verbal understood signals
 - a. Eye contact and praise when confirmed
 - b. Eg point to good sitting sign
3. Positive casual comment e.g. "is everything alright"
4. Proximity – walk up near to where the behaviour is showing concern
5. Positive modelling – "look how John is sitting properly" "I like the way you are putting up your Hand" – and direct other children to do the same.
6. Rule reminder – "What is the rule about good listening?"
7. Name, pause, direction eg "Fred, sweet, bin. Thank you".
8. Redirection – refocus child on expected/ required behaviour eg "Fred, what should you be doing.", child responds, say "please do it"
9. Modelling ignoring poor behaviour – "yes I know Jane is shouting out, but I am ignoring it as we all want to get on"

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Traffic light system

All classes display a 'traffic light' or good to be green chart in a prominent position. All children's names are displayed and are accessible to the children.

All children begin the day on green.

Low level behaviour is dealt with by way of a warning from the class teacher or teaching assistant.

If problem behaviour persists then the child's name is taken from green and placed on amber/yellow. The child is then removed from the situation by continuing their work on the carpet or at a different table. The length of time is at the discretion of the teacher and age of the child (5, 10 or 20 mins).

If no further problems are encountered then at lunchtime (am) or end of day (pm) the child's name is returned to green.

If a child on amber/yellow continues to misbehave then a warning can be given and then the name will be moved to red. At this point the child is sent to a partner class. The child is also expected to complete a short break or lunchtime detention to catch up the work missed.

If a child receives a red card then their name is recorded in a book and the child fills in a consequence or reflection sheet. The sheet includes details about the nature of the behaviour incident and how they can resolve the situation (these vary from class to class).

The child's name is placed back on green at the end of the lesson (EYFS and KS1), lunch time or home time (Lower KS2) or at the end of the day (Upper KS2)

If a child continues to be disruptive in the partner class, they are then sent to the head of key stage. Children are only sent to the Headteacher as a last resort or ultimate sanction.

If a child receives a red card, parents or carers are contacted via a red slip and further action plans are established.

*Exceptions are made for low level disruption for children on Individual Behaviour Plans or those children who use PECS or TEACCH strategies.

*System implemented across school September 2010

Stepped approach				
	Step 1	Step 2	Step 3	Step 4
Mrs Wakefield	Pupil sent to class immediately above if appropriate. (Exceptions such as PE or PPA time may apply)	Mrs Cooper	Miss Parkinson	Mr Chambers
Miss Baines		Miss Ogden		
Miss Wigglesworth		Miss Parkinson		
Miss Ogden		Miss Ogden		
Mrs Wagstaff				
Miss Todhunter				
Mr Stretch				
Miss Arkwright				
Miss Parkinson				
Miss Shepherd				

PLEASE NOTE

1. No adult working in school is allowed to administer any form of physical punishment or to physically manhandle a child. **This is a statutory regulation.**
Please also see the LCC and Governors' policy on the Care and Control of Pupils.

2. Excessive use of verbal reprimand/shouting by an adult directed at a child can in the law be deemed as abuse and formally proceedings can be instigated if a complaint is made.
3. Where inappropriate behaviour repeatedly causes concern and is not modified by any of the above strategies, staff need to work with the SLT to produce an IBP (individual behaviour plan), if the problem persists then further referrals will be made in consultation with parents.

STRATEGIES FOR DEALING WITH MORE SERIOUS BEHAVIOUR DIFFICULTIES

Exclusion/outside agencies

- 1) Some behaviour causes concern and is not modified by any of the above strategies. This may result in implementing the Lancashire County Council Exclusion Policy and/or involving outside agencies as appropriate. The school will work closely with parents to seek help and advice for their child.
- 2) Exclusion
 - For the most serious incidents the child can be given a Fixed term Exclusion in line with LCC policy. Parents are contacted immediately and the incident and exclusion explained verbally, as well as the parent being given the relevant LCC documentation and letter of exclusion. Records are put in place following LCC guidelines.
 - On return to school following an exclusion the child is interviewed with parents and ground rules for re-admission agreed, to enable the child to understand the very serious nature of exclusion and that it is not to be taken lightly.
 - Permanent Exclusion following LCC guidelines can be used for the most serious offences where fixed term exclusions and interventions by appropriate agencies are having no impact.
- 3) Involving outside agencies
It may be necessary to liaise with parents and as appropriate make referrals to outside agencies. This could include:-
 - Family Support
 - Educational Psychologist
 - Golden Hill Short Stay School
 - CAMHS (Child and Adolescent Mental Health Services)
 - School Medical Service
 - Attendance Officers
 - Children Social Care
 Parents will be put in touch with the appropriate services which offer support to parents such as:-
 - Lancashire Parent Partnership
 - Lancashire County Council SENLOs (Special Educational Needs Liaison Officers)
 - Attendance Offices

LINKED POLICIES

1. LCC/ Governors policy on Care and Control of pupils.
2. LCC Exclusion policies for Fixed term and Permanent Exclusions.
3. LCC/Governors policy on Child Protection.
4. Coppull Primary School policy on Bullying.
5. Coppull Primary School policy on Home/School Agreements.
6. LCC ABC materials.
7. Coppull Primary School Policies for SEN and Inclusion