



Copnor Primary School – A5. Behaviour Policy

NB: This policy may be superseded by the Schools COVID-19 operational guidance response from Copnor Primary School, including the need to implement the Outbreak Management Plan.

This policy must be read in the context of our vision statement and learning and teaching policy. It also fundamentally links to our core learning values of Respect, Resilience, Collaboration, Initiative and Tolerance which were chosen by the children and staff together.

1. Aims

1. To ensure good behaviour for learning
2. To promote good social behaviour and a sense of community
3. To enable children to grow in our five fundamental learning values

2. Partnership with parents

We believe that co-operation with parents is essential. We ask parents to acknowledge their agreement with our behaviour policy as part of our home-school agreement.

We will always contact parents if there is a problem that is perceived to be significant. Parents are encouraged to communicate with school by speaking to staff if they are concerned. Staff will make themselves available in the playground at the start and end of the school day. However, for an extended discussion or for something that cannot be dealt with in a way that limits the amount of time a parent/carer spends on the school's premises, the parent/carer will be encouraged to phone the office to arrange for a phone appointment. Parents are requested not to approach other parents or children to resolve issues directly but to work through the school staff.

3. Guidance on promoting good behaviour

Guidance is given to the children and the first few days of each year are largely devoted to establishing this. This is then reinforced each week in our PSHE and collective worship programmes and when any child joins the school they have this carefully explained to them.

Our system is also explained. It works as follows:

There are 7 steps in each class. All children start on the green circle which means "ready to learn." When a child shows good learning behaviour they can move up through bronze ("Well done") to silver ("Merit"). However, if a child shows poor learning behaviour they will move through yellow ("Make Better Choices") to orange ("Think Carefully") to red ("Consequence.") Children can move up and down through this system. In addition to this, one child will be chosen each day from the silver circle to be placed as the star of the day on the gold circle. This child will also receive a 'Star of the Day' certificate to celebrate their achievement. This system starts afresh each day with all children being replaced on the green circle.

In Early Years, the behaviour chart is modified so that it has 5 steps instead of 7. Each step is represented by a picture such as a cloud or a rainbow to help children understand what it means.

The guidance is reviewed each September. Children are aware of their rights and responsibilities and a "Class Charter" is agreed in class each September and signed by the children.

Positive behaviour will always be promoted through the following:

- Staff will welcome children each day and especially when returning after an absence
- Staff will act as positive role models by treating children positively and with patience
- Staff will promote the school ethos and learning values
- Staff will speak respectfully to children and each other

- Staff will praise the good behaviour of the majority rather than highlighting the poor behaviour of the minority
- Staff will promote good behaviour on our school behaviour charts
- Staff will promote and raise expectations through PSHE and weekly circle time
- Children are sometimes given permission by staff to be in school at breaktimes but they must have a signed permission slip and they **must** be supervised by an adult.
- Staff send individual children to senior staff to celebrate good work and behaviour.
- Children's work is celebrated weekly in the classroom and 'wow' boards

All children will be valued as individuals, but inappropriate behaviour will be challenged by discussing consequences and focussing on an alternative to the behaviour presented. It may happen that a child misses a part, or all, of their break for this to occur. A child will always be given a chance to go to the toilet and have a run around should this happen. Nearly all incidents of good or poor behaviour should be dealt with according to this policy. However, we recognise that there will be a small number of exceptions made for those children who are recognised as having particular behavioural difficulties and for these children individualised systems may be put in place. These children will require individual behaviour plans and record books must be kept on these children.

4. Rewards

1. **Verbal praise** – to promote high self-esteem staff will always attempt to reward children with verbal praise and non-verbal encouragement
2. **Children will move from the green circle to the bronze star.** This is awarded to encourage continued:
 - good work/effort
 - promotion of learning values
3. **Merits** – Each child's name will be on a class chart. Merits will be awarded for:
 - Moving from the bronze star to the silver star on the behaviour chart
 - An exceptional piece of work/behaviour
 - Sustained effort or achievement
 - Sustained good behaviour in class or at breaktimes
4. **Star of the day** – At the end of each day, one child will be moved from the silver star (on the behaviour chart) to the gold star. This child will be given a 'Star of the Day' certificate to celebrate their achievement.
6. **Certificate of Achievement** – These will be awarded for 30 merits. The teacher will complete the certificate and this will be presented in a whole-school assembly. The Achievement Certificates will be colour coded throughout the year to indicate the level of success a child has achieved:

Bronze	30 merits (majority by Christmas)
Silver	60 merits (majority by Easter) + hot chocolate or ice cream treat
Gold	90 merits (majority by the summer) + 30 minutes on play equipment
Platinum	120+ merits + trip to park with picnic
7. **Golden Child** – One child will be chosen from each class every week. The class will be able to make suggestions as to who they think should be golden child, and where possible the child will be chosen to match the assembly theme for that week. The class teacher will complete a certificate for each child and they will be presented with their certificate on the whole school video conference.
8. **Class Merits-** When the whole class works together well to achieve something e.g. lining up quietly, being ready quickly at the start of a lesson, walking around the school quietly, they will receive a class merit. For YR/1/2 after achieving 15 class merits they will have a short treat and for KS2 after 25 class merits have been obtained the class may choose a reward for an afternoon and must write to the Head-teacher for permission. Teachers should monitor progress to try to ensure a reasonable degree of moderation. In Early Years, the class work together to earn 10 Merits before having a treat.

6. Class Sanctions

Whilst we will always try to promote positive behaviour we recognise that we do need sanctions. *These should always be applied with a view to modifying inappropriate behaviour and not administered as punishment.* It should be explained to the child at each stage that this is an opportunity to modify and improve their behaviour. Time must be given to a child to reflect. There is an expectation that no further sanction will be given for at least 20 minutes as the child needs time to reflect. If misbehaviour occurs during breaktime, it is dealt with by the duty staff.

1. **A quick warning** should be given to say what expectations are and to give them the chance to reflect.
2. **Formal warning** – A warning will be given and the child's name moved from the green circle (ready to learn) to the yellow circle (make better choices). Their attention will be drawn to this but staff should not detract from lessons at this stage to spend time with the individual.
3. **Name moves from the yellow circle to the orange circle (think carefully)** - The child will be asked to swap places with another child in the class. The child should be reminded to modify their behaviour but the teacher should concentrate on the lesson and not devote any more than seconds to the individual.
4. **Consequence** - The child will move from the class for 20 minutes and *work must be given to the child*. This should be recorded on CPOMs.
5. **Fresh start** – When child comes back into class they will put their name back onto the green circle.
6. **AHT** - If the same child descends to red again, that child will then be sent to an AHT for reflection time and will remain with the AHT until it is felt they will be able to modify their behaviour. Should there be no AHT available, then the child will be sent to the HT.
7. **Internal exclusion** -If the AHT (or other member of the senior leadership) does not feel that the child's behaviour will allow them to return to their class, then they will be kept with the AHT (or HT in their absence).

Persistent poor behaviour

8. If a child is persistently misbehaving, then they will be sent to the HT to discuss their behaviour. They will also have steps 4, 6 and 7 with the HT instead of the AHT. Children who continue to persistently behave badly at this point will have an individual behaviour log created. From that point, all incidents of behaviour will be recorded in this by both teacher and senior staff and this log will be shared regularly with the parent/carer.
9. **Exclusion** - If the behaviour still does not improve then the Headteacher will consider excluding the child either on a fixed-term basis or a permanent basis.

Whilst we will endeavour to ensure that we will implement this system rigorously, we recognise that there will be times when the behaviour is serious enough that the child will immediately be referred to senior staff. This would be judged on an individual basis but behaviours such as significant physical or verbal abuse towards other children or staff, leaving the premises without permission, extreme defiance, and deliberate damage to property or stealing would all merit such an action. A member of the Senior Leadership Team will also support any investigations of a racist incident. **However, such decisions should be exceptional – the whole point of the behaviour policy is to use the standardised system to modify behaviour.** This decision would only be taken with the HT's/AHT's permission.

It is possible that *in exceptional cases* we might isolate a pupil for a limited period (as opposed to sending the child to the SLT.) The school does have a sensory room available for use in the KS1 area to de-escalate stress. The child would always be supervised by a member of staff, the parents/carers would always be notified and any such incident would be recorded on CPOMs.

Copnor Primary School uses Team Teach techniques during the infrequent times when physical restraint is required in order to keep a child safe. The child's safety and that of other children, adults and the protection of property, may necessitate the need to use physical restraint. A rolling programme is in place to ensure that

the relevant staffs' training is updated at least every three years. Team Teach techniques seek to avoid injury to the pupil, however, it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that pupils remain safe.

If a child ever needs to be physically restrained, then the minimum force should be used for the shortest time to ensure the child's and others' safety and a Portsmouth City Council restraint form must be completed. The headteacher and parents/carers must be informed.

7. Lunchtime Rewards and Sanctions

Lunchtime supervisors will involve themselves in the play of the children while remaining socially-distanced. They will move throughout the playground area within their designated bubble and its area on the playground. They should encourage good behaviour at all times.

If a child misbehaves then:

- The supervisor should verbally warn the child.
- If this behaviour continues the child will be sent to the senior supervisor.
- If the incident is serious enough then the senior supervisor will take the child to a senior member of staff. This does not transfer into the class behaviour system, but will still be logged on CPOMs.
- If poor behaviour persists then the child may be kept in at breaktimes for a set period.
- If the behaviour still persists, then a senior member of staff will phone the parents/carers asking them to come in to discuss their child's behaviour.
- It may be that the child has an individual behaviour plan for lunchtimes that will need to be shared with a member of the SLT each day.
- In exceptional circumstances, the child may be required to have their lunch at home rather than in school. This decision would be made by the HT and is a last resort.

Policy updated: July 2021
Review Date: December 2021

A hard copy of this document is available free of charge from the school office.