

COLDFAIR GREEN COMMUNITY PRIMARY SCHOOL



BEHAVIOUR AND INCLUSION POLICY

Approved By: Governors

Reviewed: February 2018

Date of Next Review: September 2019

Signed:

(Chair of Governors)

Coldfair Green Behaviour and Inclusion Policy

This is a welcoming school: We pride ourselves on our ability to listen, our openness to new ideas and our desire to work together as a school, involving the wider community in the interests of our pupils and their families. Children are encouraged to nurture and enjoy the world they live in and are shown how to care for it.

We value honesty and truthfulness and aim to develop lively and enquiring minds and young people who are motivated to learn and wanting to support each other regardless of difference and diversity.

This behaviour policy has been arrived at through liaison with all Staff, Governors, Parents and Pupils at Coldfair Green Primary school. It is based on:-

Our Ethos:

For all to succeed through aiming high, learning together, working as a community and including all- celebrating difference.

Our Aim:

To create an environment where children feel valued, safe and motivated to learn. We aim to promote positive behaviour and respect that allows all children to achieve. We believe that good behaviour is the foundation to all learning and without this effective teaching and learning cannot take place.

The school believes that pupils respond best to praise and encouragement and every opportunity is sought to celebrate positive behaviour and achievement.

Underlying Principles

- As a school we have a shared responsibility with parents to prepare our pupils to be good citizens.
- Everyone has the right to be included and experience success.
- That by showing pupils the value of good behaviour will ensure everyone develops a positive self-esteem and a secure feeling of self-worth.
- Recognition that there is a clear connection between behaviour and learning.

We aim to promote:

- Hard work/ Engagement
- Honesty
- Courtesy
- Independence
- Resilience
- Self-discipline

Staff and pupils have agreed six rules that give clear guidance as to acceptable and positive behaviour.

- Be confident.
- Be the best that you can.
- Be committed to learning

- Be involved.
- Be proud of your achievements.
- Be co-operative.

Behaviour Management Procedures

Pupils are always encouraged to make good choices in managing their behaviour and staff ensure that the learning of others is not affected as far as is possible.

Throughout the school, a tiered colour chart system is used. All pupils start each day on Green and demonstrate expected standards of behaviour and attitudes to learning, following the schools six underlying principles.

Children move up to Silver for behaviour/ attitudes that are above the normal expectation and Gold for demonstrating these behaviours over an extended period of time (two weeks for example).

Children will have a fresh start on green every session and this will be recorded on classroom behaviour charts.

Rewards

At Coldfair Green our approach to behaviour management is based on reinforcing positive behaviour ie. behaving well and demonstrating good attitudes and learning behaviours.

Rewards may include House Points, Stickers and Stars or individual class rewards.

Individuals from each class are awarded “Pupil of the Week” certificates, “Worker of the Week” certificates, House points and “100% Attendance” certificates and “Best Attending Class” as part of the Attendance Cycle Race. Certificates are presented in a whole school Celebration Assembly, their achievements being recognised by all.

For those who remain on ‘Green’ for the whole week children will be awarded a Golden Behaviour Raffle Ticket that can be entered into a monthly prize draw. Those children who move to ‘Silver’ will be awarded an additional Golden Ticket for each time they are placed on ‘Silver.’ For pupils who are placed on ‘Gold’ a Gold Behaviour Certificate will be awarded, the pupil will choose a prize (from the prize bank) and a postcard will be sent to their parents/ carers informing them of their achievement and inviting them to join the Celebration Assembly where the prize will be awarded.

Sanctions

Where pupils fail to respond to encouragement to change poor behaviour, teachers will employ a range of strategies in order that the pupil chooses to change their behaviour and remains on ‘Green’ on the behaviour chart. Two warnings will be given, alongside suggestions for how to modify behaviour to make it acceptable. After a second warning, if behaviour does not improve the child’s name will be moved to ‘Amber’ on the behaviour chart.

If a pupil is placed on ‘Amber’ they will meet with the teacher to discuss their behaviour. A child may forfeit part or all of their break time as a further consequence if the member of staff feels it appropriate. **This should be consistent, reasonable and applied with certainty rather than severity.**

Should a child be placed on the ‘Red’ section, a pink behaviour slip will be completed by the relevant member of staff and the pupil withdrawn from the lesson. The child will complete a

reflection sheet and discuss a restorative approach before re-entering the class alongside the withdrawing member of staff. It is our aim to for a pupil to re-join the class within 30 minutes although it may be longer if it is felt that the child is not ready to begin learning or that they will continue to disrupt the learning of others.

Parents of a child that has been placed on the Red section will be informed of their child's behaviour and invited to discuss it with the Class Teacher/ Headteacher.

Extreme or Consistently Poor, Serious Behaviour

Children consistently placed on 'Red' may be deemed a concern and additional/ alternative arrangements such as Suffolk Pupil Support Framework and/or referrals to external agencies may be put in place after parents/carers have been notified.

Serious concerns/complaints about a child's behaviour will always be followed up by a member of the Senior Leadership Team, the issue being discussed with all individuals involved. All will be treated fairly with a restorative approach being adopted and a focus on minimising disruption to learning.

Safeguarding Concerns

If there are any safeguarding concerns that arise from a pupil's behaviour they must be dealt with in line with the school's Safeguarding procedures. (Refer to the Safeguarding policy.)

Exclusions

At Coldfair Green exclusions are seen as a last resort as Staff and Governors consider this as an exceptional measure and the decision is not made lightly. (Procedures adhere to those set out in the Education Act 1997.)

For those pupils at risk of exclusion a Suffolk Pupil Support Framework will be initiated. This involves the child being monitored and supported over a period of six week, with the involvement of Parents/Carers in setting targets and supporting progress towards these.

NB. In rare and exceptional circumstances a pupil may be excluded for a particularly extreme matter and may not necessarily be receiving support or being monitored.

Possible reasons for Fixed term or Permanent exclusions may include:-

- Extreme physical harm to another pupil or adult.
- The inability to ensure the safety of the pupil, other pupils and / or staff.
- Persistent disruption to the learning of others.
- Causing severe damage to property.

During the period of exclusion the pupil will receive schoolwork to complete at home. On return from exclusion the Headteacher will make clear arrangements for receiving the pupil back and a reintegration meeting will be held between the Headteacher, Parents/ Carers and the pupil.

In the case of a permanent exclusion, Governors will, where possible, meet within fifteen days to consider whether to uphold the exclusion or to arrange additional support for reintegration to the school. By day six of the exclusion the County will have made alternative arrangements for the provision of learning.

Restraining Pupils

All staff have a duty of care to children in school and all teachers and support staff need to be aware of situations that may require reasonable force to be used.

These fall into three broad categories;

1. Pupils attacking, fighting a member of staff.
2. The risk of injury or significant damage to property.
3. When a pupil is behaving in a way that is seriously disrupting learning.

It is not possible to set out when it is acceptable to use it as there is no definition of “reasonable force” and as such will always depend on individual circumstance.

Any force used should;

- Be a last resort.
- Be the minimum needed to achieve the desired result and proportionate to the situation.
- Aim to ensure the safety of the children as the priority.

Physical intervention may take several forms including

- Standing between children
- Blocking a path
- Leading a child by the hand or arm
- Guiding a child by placement of a hand on the lower back.
- Only in extreme circumstances should a child be held.

NB. Any incident of this kind must be reported to the Headteacher, parents informed and given the opportunity to discuss it.

Where possible only staff who have received appropriate “Schoolsafe” training should use physical intervention.

Racist / Homophobic Incidents

Racist or Homophobic incidents in any form are taken very seriously and will not be tolerated. They will be recorded and reported to the appropriate authorities. (See separate policy.)

Bullying

Bullying is taken very seriously and will not be tolerated in any form. We recognise that “cyber bullying” is also a form of potential bullying and is subject to the same investigations and consequences as all other types of bullying. (Refer to the school Anti bullying policy and Online Safety Policy.)