



COPTHORNE PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of issue		Review date		Date ratified by Governing Body	
March 2018		March 2020		April 2018	
	Print name	Signature		Date	
Head Teacher	Mrs C Shepherd				
On behalf of Governing Body	Mrs N Hussain				

BEHAVIOUR POLICY

Rationale:

We want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
2. To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
3. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
4. To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
5. To state and promote the strategies necessary for ensuring a high standard of behaviour: to adopt a 'prevention rather than cure' approach whilst being aware of more formally recognised channels for dealing with discipline problems.
6. To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
7. To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

NB For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENCO, class teacher and parents. In some cases, the SENCO may seek support from Behaviour Support and the pupil will be placed on School Action Plus Range 2 or 3 IEP as a result.

Copthorne Primary School recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school anti bullying policy
- Safeguarding Policy
- Child Protection Policy
- Pupil Restraint policy

The school rules should be promoted and encouraged at all times using positive strategies and methods. The school rules are:

Copthorne Rules

1. Listen to adults in school the first time.
2. Be kind to everyone.
3. Be polite at all times.
4. Always walk inside school.
5. Use a quiet voice inside school.
6. Look after school and school equipment.
7. Always do your best.

Foundation Stage Rewards and Consequences

Nursery Rewards:

1. Praise
2. Stickers

Nursery Consequences:

1. Verbal warning.
2. Sit quietly on a chair.
3. Remove to Reception class.
4. Meet with parents.

Reception Rewards:

1. Stamps and stars.
2. 5 star rewards and special stickers.
3. 5x5 stars - parents invited to the presentation with the School Leader.
4. Star of the week.

Reception Consequences:

1. Child talked to about inappropriate behaviour and reminded of school rules.
2. Removed to sit in another area for five minutes.
3. Sent to another class in foundation stage.
4. Sent to a member of SLT.
5. Meet with parents.

Severely negative behaviour in the Foundation Stage:

At staff's discretion:

- Miss playtime
 - See School Leader or member of SLT
1. Parents will be seen for a child's persistent bad behaviour and a behaviour letter is sent home.

Key Stage 1 and 2 Rewards and Consequences

Children will be awarded **Dojo points** for good conduct and positive attitudes to learning. A tally of these can be kept on the 'happy side' of the Rewards/Consequences boards in the classrooms but they can also be recorded straight away on Class Dojo when not in the classroom i.e. during assemblies.

Staff are expected to take their iPads with them to assemblies etc. so that children can see points being awarded at those times.

Each time a name appears on the happy side that will be worth 1 Dojo point.

Multiple points should **not** be awarded for one example of positive behaviour e.g. 5 points for cooperating well.

Pupils can only be awarded a **maximum of 15 dojo points in a day** in order that the rewards are meaningful. Dojo points must be left open until the end of the week and teachers should keep a cumulative record. For every 50 (cumulative points) the children will receive a prize. Teachers will write the names of children who have achieved 50 points on a poster in the staffroom and **Haris Khan** will hand out prizes to each class.

Dojo of the week will be awarded to the child who has achieved the highest number of Dojo points in that class that week. Teachers are responsible for passing these names/certificates to the member of staff leading Celebration Assembly. Dojo of the Week winners should be logged on to the Positive Behaviour section of CPOMS.

At the end of each week, points are erased and the system then starts again the following week.

Rewards (these are maintained and issued by a Learning Mentor):

50 Dojos = reward

100 Dojos = reward

150 Dojos = reward

200 Dojos = reward

250 Dojos = reward from special box

300 Dojos = reward from special box

350 Dojos = reward from special box

Year 6 = 30 minutes Golden Time Friday PM.

Key Stage 2 Consequences

1. Name on the board
2. Name on the board with rule number which has been broken
3. Name on the board x3 = 10 mins in the next class
4. Name on the board x4 = Base manager SLT
5. If anyone is sent to SLT x2 in a week, a behaviour letter is sent home.

Outside Rules:

1. Listen to adults in school the first time.
2. Keep your hands, feet and objects to yourself.
3. Be polite at all times.
4. Play in the front or back play areas.
5. Always stay inside the school gates.

Consequences:

1. Sit on the bench for 5 minutes.
2. Remain inside with SLT.

At lunchtime

Children are expected to follow the outside rules. Positive behaviour is rewarded with a raffle ticket given by a lunchtime supervisor, these are then put in a lunchtime raffle ticket box in each classroom when children return to their classrooms after lunch. Every half term these raffle tickets will be collected by a learning mentor and names pulled out and these children will win a prize. The number of positive behaviour incidents at lunchtime will be recorded each half term and the number passed to the behaviour leader.

Negative incidents of behaviour at lunchtime.

Negative incidents at lunchtime (equivalent to x4) will now be recorded on a lunchtime slip by the lunchtime supervisor who deals with the incident and then handed to a class TA at the end of lunch to be recorded on CPOMs. This will then be followed up by a member of SLT.

CPOMs

All incidents of behaviour will be logged onto CPOMs by the member of staff who has dealt with the incident first hand. Members of the SLT and the appropriate Learning Mentor will be notified about the behaviour and actions are followed up by the designated member of staff. If required, the School Leader will send home a Behaviour Letter 1 to notify parents of the children's behaviour and a Behaviour Letter 2 to ask the parents to come in to school for a meeting.

In the same way, positive behaviour will be logged on CPOMs where children's behaviour has shown a marked improvement or the child has achieved Star of the Month, BLP hero of the month, Star of the week or had a Praise Postcard sent home.

Reflection Sheets

When children are x4 and sent to a member of the SLT they will be expected to complete a reflection sheet to reflect on their behaviour. There are differentiated reflection sheets for Foundation Stage, KS1 and KS2. Children will be expected to explain their behaviour and consider what caused it and think about how they can behave differently in the future. If the behaviour continues, a Home/School reflection sheet will be sent home for the children to complete with a parent or carer.

Weekly Rewards

Each week **KS1** have an achievement assembly where they celebrate a **Star of the Week** and **BLP Hero of the Week**. Chosen children receive a certificate and prize.

In **KS2** there is a weekly achievement assembly where children receive a certificate for being Class Dojo of the week – receiving the most class dojo points.

Star of the Month

Pupils in Key Stage 2 - one pupil per class, per month - will be chosen for outstanding behaviour and presented with a certificate and prize. The award will be logged on to CPOMS under Positive Behaviour.

BLP Hero of the month

Pupils in Key Stage 2 – one pupil per class, per month will be chosen or nominate by their classmates for demonstrating one of the BLP muscles during the month. They will be presented with a certificate and prize. The award is then logged on CPOMS.

Class Rewards

If the whole class keep the rules, adults may reward the class with a class reward.

10 class rewards = a class treat

A class treat can consist of extra play time, extra P.E or ICT time, etc (approximately for 15 mins)

Whole School Rewards

Lunchtime Good Manners Award

Each week a child from each class will be chosen for good manners and good behaviour at lunchtime. They will receive an invitation in the post inviting them to have lunch on the 'Top Table' with a member of the SLT at Friday lunch time and will be allowed to invite a friend.

Raffle Tickets

Children receive lunch time raffle tickets for good behaviour during the lunch hour from the lunchtime supervisors.

Special Mention Award

Where a child demonstrates behaviours around school which require a 'special mention' e.g. showing care and concern, demonstrating excellent manners, looking after visitors well, being good ambassadors for our school etc. then he/she should be given a 'special mention' whereby brief details of the behaviour are logged on to CPOMS under 'Positive Behaviour' and the member of the SLT responsible for behaviour, alerted. These children's names will be entered in a raffle to see who receives the Special Mention Award. Certificates and a trophy are awarded in the whole school assembly on Monday.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school (see Pupil Restraint Policy). In these rare cases, staff will -wherever possible - use the techniques taught as part of the Team Teach training.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. This property will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff, including exclusion.

Exclusions

Where a child persistently misbehaves, the School Leader or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the School Leader may choose to exclude the pupil. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision. These extreme behaviours might include (although not exhaustive):

- *Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- *Physical abuse of children and adults
- *Persistent racist or homophobic remarks or behaviour
- *Persistent and deliberate hurting of other children
- *Persistent defiance to adults, both verbally and non-verbally
- *Persistent disregard for other people's/school property

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Damages

Parents will be expected to pay for any deliberate damage by their children to either equipment or to the school building.

Date: March 2018

Approved by: GB

Date of review: