

Colvestone Primary School



Behaviour Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
July 2023	New Policy written		Anna Lucey

Blossom Federation

Daubenev, Sebright and Lauriston



Our Positive Behaviour for Learning Policy

Colvestone is committed to creating an environment which is underpinned by our school's values. We promote high standards of behaviour and develop responsible and thoughtful attitudes towards others. We explicitly teach children how to demonstrate our values through breaking down each value into weekly lessons. Our children and adults learn about how to identify their feelings and emotional toolkits to help them manage their feelings. Our children are on a lifelong journey to develop their emotional intelligence skills. This echoes our core values with an emphasis on respectful behaviour, a teamwork approach to managing poor conduct and dynamic interventions that support staff and learners.

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

In addition, this policy is based on: Maintained schools, pupil referral units and non-maintained special schools insert:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- Maintained schools add:
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Policy Aims & Expectations

Maintaining high standards of behaviour is everyone's responsibility.

Colvestone Primary School provides a safe and secure environment whereby children can learn, grow, make mistakes and take risks. They develop their emotional intelligence and self-regulating behaviour with the assistance of fair, kind and loving staff.

We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for our school. In our school, we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places as ambassadors of the school.

All adults working with our children have a responsibility for promoting positive behaviour. Positive behaviour for learning needs to be taught explicitly and noticed explicitly. It is important for children to be discussed in positive terms; noticing what is happening rather than what is not. Children also have a responsibility to behave well and the right to expect others to behave respectfully towards them.

Children are expected to positively respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that positive behaviour comes from a strong school culture and a shared vision and ethos with the children at the heart of it.

We will support and guide children to make the right choices. We are committed to developing respectful and responsible members of the community and to build a low-stress, high-challenge environment for learning. Children will develop positive learning behaviours as we know this leads to great learning.

Our Standards and Expectations are central to our behavioural values. It is essential that they are consistently used at all times by the whole school community.

Values Tree Our School's values underpin the principles or standards of behaviour that shape all our actions. Our values are discussed throughout each day and in our assemblies.

COLVESTONE values are:

Charity

Openness

Life-long Learners

Votes, Enriching

Safety

Tolerance

Origins

Neighbours

Equality.

Our values trees are prominently displayed in each classroom and around each school in communal spaces.

The Traffic Light System

Our school 'traffic light system' ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment are being treated fairly and have very clear expectations.

At the beginning of each half term each class is given the traffic light recording sheets. These will be used to keep a record of low-level behaviour.

Children's behaviour is tracked and monitored by the SLT (Senior Leadership Team).

Information from these tracking sheets are communicated to SLT regularly and about key children, agreeing follow up steps. This may include meetings with parents and carers, individual behaviour plans or referrals to outside agencies. The focus will be on improving behaviour and positive praise.

Records are kept on SIMs. SIMs is our school record keeping system for behaviour, attendance and specific incidents.

Dealing with issues in behaviour –

The Classroom

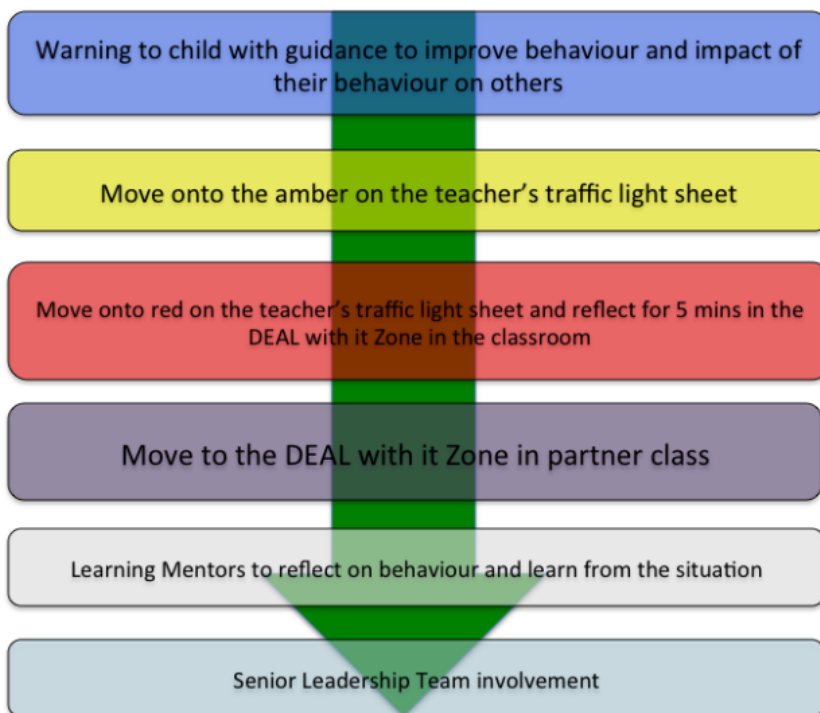
The first question you need to ask yourself is:

“Why is a child behaving in this way?”

Is it you? The Lesson / pace / challenge / attention

Is it the child? What has happened that day to the child? Why do they need attention?

Is it the environment? Classroom layout? Sound? Peers?



Teachers or children complete a 'Deal with it' form to communicate to their class teacher or a member of SLT what had happened and the progress of the child in regards to getting back on track. The information from the DEAL forms can be added to the child's behaviour record on SIMs if necessary.

What is unacceptable behaviour? We recognise that behaviour is a form of communication and will support the children who need reminding of the school expectations. However, there are some behaviours which are not acceptable. We would expect home and school to work together in ensuring these behaviours are not repeated.

These include:

- Injuring others
- Being violent to other children and staff
- Vandalizing school equipment / property
- Fighting
- Leaving classroom without permission
- Running away
- Refusing adult instructions
- Swearing
- racist, sexist, homophobic or discriminatory behaviour

DEAL with it Zone.

Each class is required to have a zone set aside for children to reflect on their behaviour and develop strategies to solve issues themselves. They will work through the steps of the DEAL poster and be able to talk about ways to improve their behaviour.

D – Describe the problem

E – Explain how it makes you and others feel

A – Ask yourself how to change your behaviour

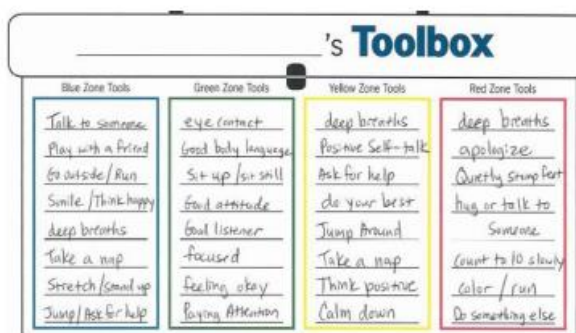
L – Learn from the experience

Children with Behavioural, Emotional or Social Difficulties

We are aware of the complex needs of children who experience emotional and behavioural difficulties. Our schools use specific strategies to ensure that these children are supported with their behaviour throughout the school day. The SLT are responsible for ensuring that these support plans are adhered to. Partnerships with other agencies such as Educational Welfare, Educational Psychologists, Children's Adolescent and Mental Health Services (CAMHS), Art Therapists and Counsellors, Physical Education specialists will be used to help identify the underlying causes of behaviour difficulties and meet the needs of these children. To ensure staff can support with individual support plans, these would be shared with relevant personnel.

Zones of Regulation

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The ability to adjust level of alertness and direct how emotions are revealed behaviourally in socially adaptive ways in order to achieve goals (adapted from work of Clair Kopp). Self-regulation must be taught explicitly and encompasses self-control, resilience, self-management, anger management, impulse control and sensory regulation. Children are taught to recognise their emotions and to develop a 'toolkit' of strategies to help them identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.



Restorative Approach

Children need to be explicitly taught how to repair relationships with adults and friends e.g., after they have been given a sanction or fallen out with a friend.

We use a restorative approach to guide our children through:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual children have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows children to focus on their education. Meetings are led by a member of the senior leadership team.

Staff roles to support Positive Behaviour for Learning

Children are expected to listen to and respect all school adults. All adults in school are responsible for behaviour across the school, not just in the class they work in. They should notice, praise and challenge issues as they observe them.

Role of Class Teacher

Having a respectful, honest, kind and working relationship with your children will have a profound effect on their learning, progress and personal development.

All adults are responsible for the behaviour of all children in school and across the wider school community.

All staff should enforce the standards and expectations for all children. Behaviour expectations will be communicated to staff on a regular basis.

For the first 15 minutes, every Monday morning, the school values are discussed in class. This is then reinforced in assemblies.

If there are behaviour issues in the classroom, the classroom teacher should honestly reflect on the relationship they have with the child and ask themselves the following questions:

- How do you feel your relationship is with the child?
- How many times have you had lunch with them?
- What do you know about that child?
- Have you spoken to parents about the great things they have done at school?

- What do they enjoy doing outside of school?
- How do you react to certain behaviour?

Classroom Staff should seek support from other staff should they need additional help for a child, group of children or an issue they cannot resolve themselves.

Role of Senior Teachers

Members of the Senior Leadership Team, Senior Management Team, Lead teachers and Upper Pay Scale teachers will support staff across the school where necessary to deliver the behaviour policy consistently. They will be required to assist teachers with parent meetings and mediation amongst children. They will be expected to model the policy consistently. All staff will know where SLT members are located throughout the day so they can ask for support if required.

The Head of School and Senior Leadership Teams should lead half termly behaviour assemblies or class sessions to model and enforce expectations. SLT will support class teachers in establishing behaviour expectations if required.

Role of Support Staff

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour according to the traffic light record sheet. Support staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative). There will be annual training with support staff on the promotion of this policy and its principles. Role of Parents and Carers As a school community, we want to work together with parents, carers and the home for the best interests of their child and any issues should be first discussed with the class teacher. It is important that parents support the adults in the school and discuss any concerns in a calm and respectful way and it is important for children to see us as a partnership.

Adult Behaviours

At Colvestone we have agreed that we expect to see from all of our staff, governors and visitors the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catches students being positive, recognise and praise good conduct publicly, confident with a smile, staff aiming for 'win/win' situations, de-escalation (Appendix A) Adult behaviours we don't expect to see are:
- Aggression, shouting, negativity, 'losing it', adults creating 'power struggles', humiliation ...

All staff must:

- Meet and greet at the door - the best early intervention in behaviour management is at the door.
- Model positive behaviours that you want to see and relentlessly build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps. Aim to prevent situations before carrying out consequences.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

- Never ignore or walk past learners who are behaving badly, after checking in with adults nearby if appropriate.

Links with Home

It is the responsibility of staff to ensure that parents/carers are kept informed about their child – especially when it comes to positive news and communicating any outstanding achievements:

- Talking to parents at the end of each school day
- Phone call / text home
- Celebration certificates
- SEN review meetings

Rewards and Sanctions

These can be any or a combination of the following:

Celebration Assemblies

Staff selects children for achiever awards. children can be chosen for their academic, social, or behavioral efforts. Achievement and effort are celebrated verbally and personally during celebration assemblies on a Friday. The teacher's comments are also recorded on an achiever certificate that the children take home. Parents and carers are invited to attend the celebration assembly.

SLT Tea Party Once every half term the SLT will organise a special tea party with children who have consistently demonstrated a positive attitude to learning and school life. Staff nominate children for the award and the pupil's good conduct is celebrated along with a member of SLT. Parents and carers are informed by letter that their child has been chosen and the reasons why.

Well Done Postcards Distributed by Class Teachers and the Head of School.

Early Years Foundation Stage We recognise the development stages for children in the EYFS. Incidents in the Early Years setting will always be seen as a learning opportunity to develop personal, social and emotional development. Children will always be given guidance and behaviour should be modelled by the adult or more able children using verbal and non-verbal strategies. For example, if a child is having trouble sharing, the adult can quickly role-play the situation using phrases. "Can I have a turn please?" "When I have finished." "Thank you."

Promoting Self-Discipline

Different strategies can be used to develop self-regulating behaviour, furthering emotional intelligence and creating a positive working environment. These are some of the initiatives we use to support children:

- PSHE curriculum to be followed in all classes
- School starts at 8:45am for study start.
- At the beginning of every week, the first 15 minutes are set aside to discuss the school values
- Continual discussion and setting of class expectations
- Regular school council meetings
- Rights Respecting Schools - relating situations to the Rights of a Child
- Playground friends

- Celebration Assembly
- Sharing rules and responsibilities

Repeated low-level disruption has a detrimental effect on the learning of the whole class. Mediation sessions are organised through the week for children who have been on the traffic lights the previous week. If a child has had three yellows or two reds in a week, a SLT member meet ith the child to discuss their behaviour.

Sanctions should not be punitive. We may inform parents and carers of incidents by:

- text
- letter
- phone

Sanctions These may include:

- Time out in class or in another class
- Time out with a member of senior staff
- Missed playtime or lunchtime
- Doing a specific task to improve the school community
- Internal exclusion
- External exclusion
- External fixed term exclusion
- And although extremely rare, permanent exclusion

Staff will take in consideration of children's needs and age when carrying out a sanction.

Playtime Expectations

All staff on duty will provide opportunities for children to respond positively to each other in a safe and friendly environment. A playground rota of games, equipment and activities will be provided at the beginning of each term.

It is important that the expectation of the behaviour policy is reinforced at lunchtime. Children should always approach an adult in the playground if they feel unable to resolve an issue in an appropriate manner. Children will be supported and any issue given attention and fully investigated. Children can be removed from the playground if they fail to keep themselves or other children safe. Where a child is unsafe in the playground, a member of SLT will supervise them in an appropriate space. High profile and complex needs children will be assigned an adult to observe and intervene during playtimes. This information will be added to the playground rota at the beginning of term. Teachers need to be responsible for the behaviour of the children in their class during all playtimes. They need to be proactive in developing strategies to make sure children have enjoyable playtimes. This can be done during PSHE sessions or first thing on a Monday morning when discussing the school values.

Behaviour incidents during PE

PE will follow the behaviour policy steps as previously outlined. Before the class has started, it is the responsibility of the class teacher to communicate any behaviour issues that have occurred that day.

Specialist staff should adhere to the behaviour expectations within each school. The PE teacher will communicate any behaviour concerns to the class teacher.

Offsite visits

The expectations of this behaviour policy should be adhered to when all staff and children are off site during school times. As children travel to and from school, they are expected to reflect the positive reputation of the school. If a child's behaviour is deemed unsafe in the lead up to a trip or on a previous trip, they can be left out of a trip but this should be avoided. The school will provide additional support / risk assessment to ensure all trips are inclusive. Individual risk assessments for key children should be undertaken with the relevant personnel and the child themselves. The parents should be notified in good time and arrangements should be made for the child to stay with the partner class.

Health and Safety

Health and Safety rules must be known by all staff and children and understood. It is essential that all staff maintain a high regard for health and safety. Rules need to be taught for specific subject areas e.g., PE, games, art and D&T.

Colvestone have a school uniform and should be worn at all times. Parents/carers should communicate with staff if their children are unable to wear school uniform on a certain. Staff will support families if needing support.

School Uniform:

- Wears well
- Can contribute to a sense of belonging and community
- Can contribute to a common purpose
- Can make children feel equal to their peers in terms of appearance
- Can foster a feeling of pride
- Is designed with health and safety in mind.
- We ask that all children wear the uniform and encourage them to maintain a good standard of clean and tidy dress in school.
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear

The use of reasonable force

In some extreme cases of inappropriate behaviour, any member of staff may need to physically restrain a pupil for their own or others' safety. On these occasions staff will follow The Use of Reasonable Force Guidance of 2013. If a member of staff does restrain a child, they will need to fill out a restraint form which is kept in the main office.

Parents will be informed as soon as possible.

Bullying and Intolerance [Anti Bullying Policy.docx \(colvestone.hackney.sch.uk\)](#)

A member of SLT deals with all incidents of an intolerant nature.

Racial, homophobic, transphobic, religious or other slurs are all recorded onto SIMs. We do not tolerate bullying or intolerance of any kind in our schools and these incidents are all logged and analysed separately.

Support will be given to both the victim and the perpetrator to ensure that the victim feels safe and the perpetrator understands why the behaviour demonstrated is unacceptable.

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour, including anti-LGBT.

This behaviour can also be communicated remotely, through text messages or other mobile phone apps or via the internet etc.

We aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by:

- teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator
- teaching children strategies for prevention, and
- by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff. The school's Anti-Bullying Procedures are monitored and reviewed regularly, as are the number and nature of incidents.

In the case of online bullying, disciplinary sanctions may be imposed, even in relation to conduct that takes place outside school premises.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
 - Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
 - Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

Racist Incidents Under the Equality Act 2010, schools have a duty to eliminate discrimination against children due to factors including race, which covers skin colour, nationality and ethnic or national origins. A racist incident is any incident which is perceived to be racist by the victim or any other person.

Colvestone Primary School have adopted an Anti-Racist Statement which applies to all the work we do. [Anti Racist Statement \(colvestone.hackney.sch.uk\)](https://colvestone.hackney.sch.uk)

We will investigate and record all abusive, racist, sexist, homophobic and transphobic incidences.

Child on Child Abuse Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence

- emotional harm
- on and offline bullying
- teenage relationship abuse It can even include grooming children for sexual and criminal exploitation.

Unfortunately, child on child abuse can and does happen in a whole range of settings that children attend although this is extremely rare. However, it often goes unseen. It might take place online, for example, or away from the school or setting.

Our school follows the Department for Education, Local Authority Guidance and the principles set out in the statutory guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education).

We will always seek advice from multi-agencies if there are concerns. We expect all staff at a provider to be familiar with this guidance and to apply it. child-on-child abuse will never be accepted or dismissed as 'children being children'. We need to make sure that the children affected are getting the help they need.

A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child Of course, if the children involved are in the same class, the school will need to consider carefully whether to separate them while the concerns are being investigated.

Suspension (formally referred to as Exclusion)

We do not wish to exclude any child from school but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed, including internal sanctions and the application of any available support, a suspension may be the final option for the school. In some cases of inappropriate behaviour, we may decide to sanction an internal suspension. This internal suspension could take place in any of our schools for a period of time.

The Executive Head teacher will make the decision where an internal suspension takes place. We have the option of facilitating this in our partner schools. We have the option to use an alternative provision for a child, which may be more suitable for their needs. If a child fails to attend the placement, a referral will be made to the Education Welfare Officer.

In the unlikely event of our school having no choice but to permanently suspend a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, we may permanently suspend.

Links to UNICEF Rights of the Child Article 3:

Adults should do what's best for you. When adults make decisions, they should think how their decisions will affect children.

Article 12: You have the right to an opinion and for adults to listen and take it seriously.

Article 19: You have the right to be protected from being hurt and mistreated in body and mind.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31: You have the right to play and rest.

Article 37: No one is allowed to punish you in a cruel or harmful way.

Useful supporting websites: Help is always available from school or outside agencies.

Mindfulness with these strategies <https://www.calm.com/>

Children learn to label and understand their own and others emotions
<https://www.zonesofregulation.com/>

Hackney SEN information
<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

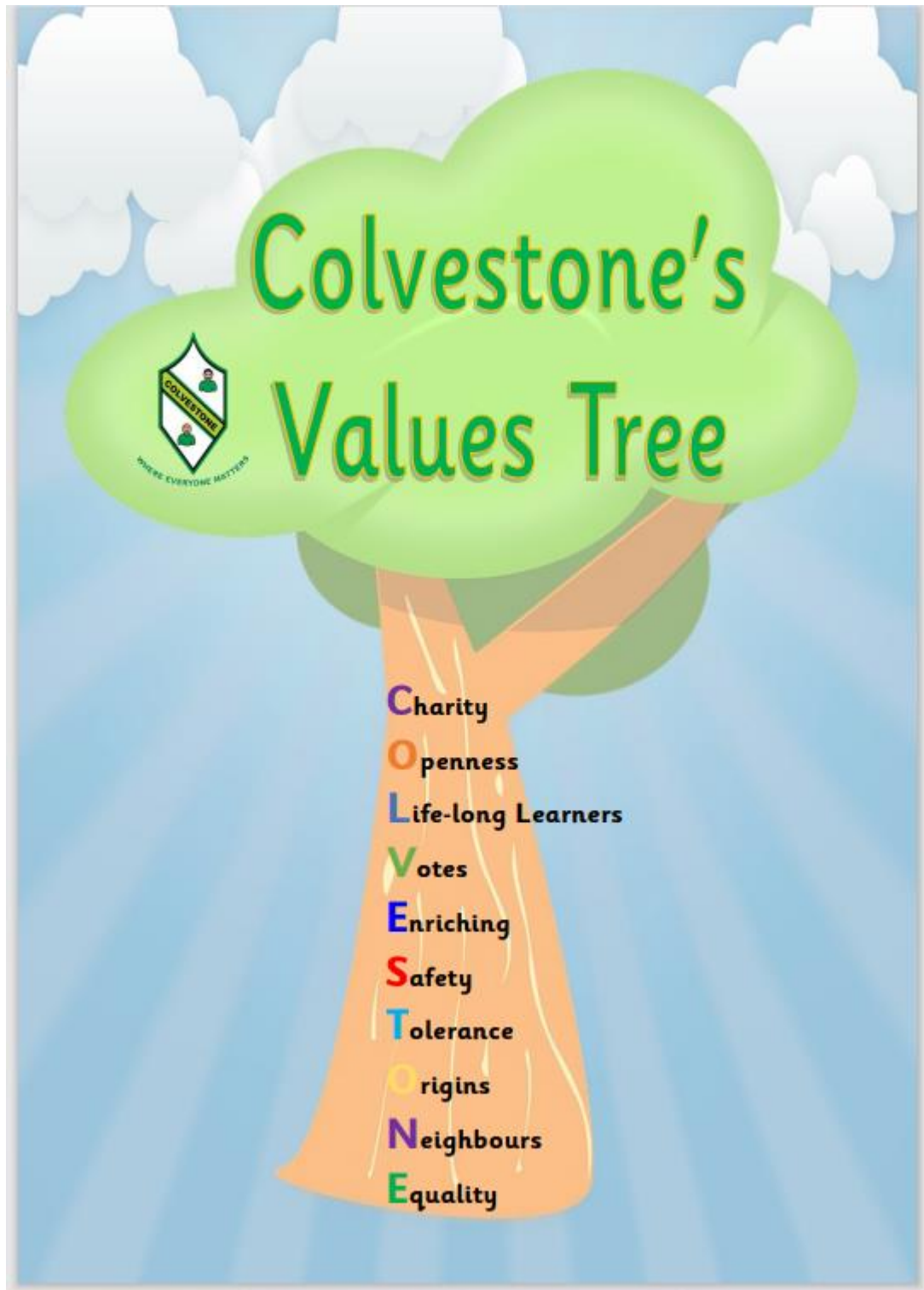
NSPCC support about boundaries and building positive relationships
<https://learning.nspcc.org.uk/research-resources/leaflets/positive-parenting> 0808 800 5000 (24 hours)

Anti-Bullying Alliance (ABA) Established by the NSPCC and NCB, bringing together 65 organisations to reduce bullying and create safe environments where children and young people can live, grow, play and learn. www.anti-bullyingalliance.org

Child Line 0800 1111 (24 hours) Free Textphone 0800 400 222 www.childline.co.uk

Don't suffer in silence This Government website has information about supporting children.
www.dfes.gov.uk/bullying

Colvestone's Values Tree Poster:



DEAL with it Zone

Describe the problem.

Explain how it makes you
and others feel.

Ask yourself how to change
your behaviour.

Learn from the experiences.

Deal with it forms KS2:



Describe Explain Ask Learn

Name..... Class.....

Describe what happen:

.....

.....









.....

Resolved in
Class

Partner
Class

Senior
Leaders

How did it make
you feel?

			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

How are you going to change your behaviour?

.....

.....

.....

Learn from your experiences

Deal with it forms KS1:



Describe Explain Ask Learn

Name..... Class.....

Describe what happen:



Resolved in
Class

Partner
Class

Senior
Leaders

How did it make
you feel?

How are you going to change your behaviour?



Learn from your experiences

Tracking Sheets:

	Year 1	Monday	Tuesday	Wednesday	Thursday	Friday	Total	Total	Total
1									
2									
3									
4									
5									
6									
7									
8									
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