# The Coppice Primary School Behaviour Management Policy

| Written by | Bill Heptinstall |
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| Approved by Trustees | May 2016 |
| Date for Review | May 2018 |

# The Coppice Primary School
# Self-esteem and Behaviour Management Policy.

## Introduction

Our school vision states:

## *'Happy, confident and successful learners, well prepared for life'*

We have purposely created this as a child-centred vision. In order to enable this to happen we have clear guidelines about managing behaviour.

Our behaviour management policy has been developed to help the child to learn from all the different type of behaviour that they might show. We aim to realise our vision for our children by helping them to build their self-esteem.

This behaviour management policy is built on the premise that low self-esteem affects behaviour, learning and relationships.

Self-esteem is the personal picture that we have of ourselves, our strengths and our limitations. This self-image is built up by all the positive and negative responses of the people with whom we come into contact. Every child needs praise, success, recognition and affection; all of which feed into our vision for our children.

A child can accept learning challenges and failure if he/she can draw upon the above resources.

A child with low self esteem either resorts to negative attention seeking behaviour or withdraws, which in turn negatively affects his/her learning and relationships and becomes a negative, self fulfilling cycle. Our job as teachers is to ensure that no child/teacher is trapped in a negative relationship.

At the Coppice Primary School we aim to achieve this by using circle time; charting behaviour by using class zone boards; making full use of rewards, incentives and fair sanctions; creating positive experiences at lunchtime and during the school day; having rules for the prevention of bullying and racism and fostering the support of our parents through the use of a home school agreement. In addition, where there are significant self-esteem issues, we will implement Thrive interventions to correct things.
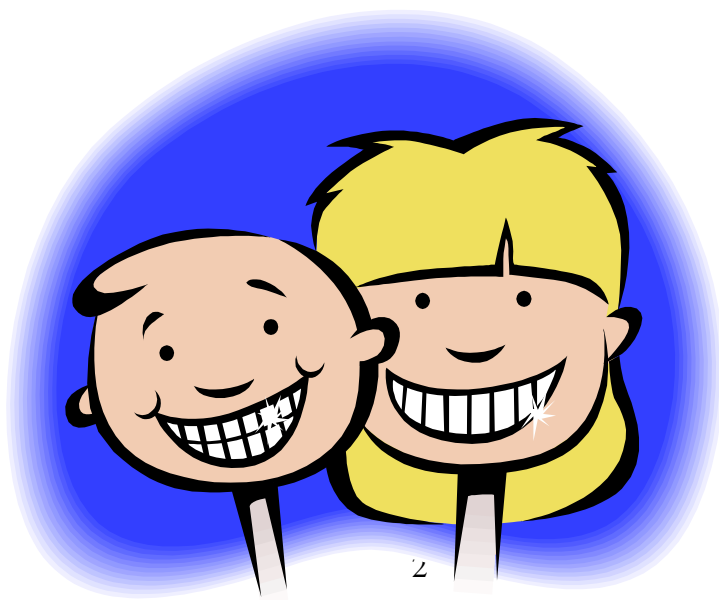
# Enhancing self-esteem in our children.

**What is self-esteem?**

- ☺ Self-esteem is the inner picture we have of ourselves. It is the value we give to our strengths and weaknesses.

- ☺ We have low self esteem if we think we are useless, incompetent, unpopular and of little use to society.

- ☺ If we have found self-esteem we know we are capable, liked and valued, we believe we can lead useful lives in society.

- ☺ Self-esteem is shaped from an early age by the important adults in our children's lives. Too much criticism, too many don'ts, too few cuddles, too little praise and encouragement when we are young leads to low self-esteem and feelings of failure.

- ☺ A child who feels a failure may have trouble making friends, fitting in, doing the best they can.

- ☺ A child who has sound self-esteem has a better chance of being successful in all areas of school life and of being confident to learn new things.

- ☺ It is helpful for all the children if the important adults in their life work together to share the same values and expectations.

- ☺ Parents and teachers working together towards the same goals can do much to build a child's self-esteem and make their school life happier and more fulfilled.

**In order to build and enhance children's self-esteem we aim to:**

- ☺ Be warm and welcoming to our children

- ☺ Reward children for good behaviour and good attitude to others

- ☺ Praise children for good deeds

- ☺ "Catch them being good" where possible

- ☺ Deal with unacceptable behaviour and keep parents involved and informed

- ☺ Give children opportunities to show off their talents and skills in lessons, clubs, assemblies and special school days.

# Circle Time

**What exactly are circle time sessions?**

Circle time is a pleasant, comfortable time when the class comes together for thought, enjoyment and self-congratulations. Circle time involves all participants sitting in a circle, exchanging ideas and feelings on a range of issues that are important to them, including behavioural and emotional issues. Through a range of activities, they reinforce positive behaviours and promote the development of emotional and social skills. The very act of sitting in a circle emphasises unity and equality and promotes the notion of equal responsibility. The teacher adopts a facilitative role in order to encourage participants to feel they too have the authority and control to solve the behaviour, learning or relationship problems that concern them.

Circle time operates within an agreed framework. Participants take turns to speak, listen and bring ideas or concerns to the circle. Individuals are given time both to volunteer their own concerns for group help, and to offer encouragement to others. By dealing with issues affecting the classroom in this way, participants are encouraged to experience themselves as citizens of the classroom. By taking school improvement issues to a school council from the class circle, they are also able to experience being citizens of the school.

**Within circle time**

☺ a 'speaking' object may be used to pass around the circle, allowing each participant the opportunity to put forward their views.

☺All participants have the right to remain silent if they choose, but must say 'pass' on their turn to speak. At the end of the round the person who started will ask those who elected to pass if they now wish to make a contribution.

☺The ideal of confidentiality is promoted, while accepting realistic constraints so that if children have anything they would like to discuss further that they consider too personal or controversial, they have a vehicle for doing so in private.

☺ Participants may nominate themselves for help with a problem, but no one can choose another person to focus on.

☺Any injustices are followed up. Circle time should not exist in isolation, but provide a vehicle to address problems and find acceptable solutions.

☺ Sessions will always end on a positive note.

**Ground rules for circle time sessions**

**Participants must:**

☺ signal if they wish to speak, or if using a speaking object only speak when they are holding it (the facilitator may interrupt by touching the speaking object)

☺ speak positively to each other – no put-downs

☺ listen when someone else is talking

☺ Not name anyone in the circle in a negative way. They must say, for example, 'someone is bullying me', 'I don't like it when people …' rather than use a specific name.

**The teacher must:**

☺ try not to say anything negative. If a child's behaviour is annoying, use proximity praise – praising another child in the circle for showing the desired behaviour.

☺ try to value all opinions equally

**Structure of circle time sessions**

FOCUS - Teachers use the priorities identified through Thrive whole class screening to plan Circle Time sessions. Planning for these sessions also comes through the weekly whole school theme/value that is based on the 'The Jubilee Centre' resources for PSHCE and value education. Activities and learning for the weekly value are progressive and are built on year on year from Reception through to Year 6. They also provide the focus for the weekly assemblies.

PREFACE – Remind children of the social, emotional and behavioural skills they will be using during circle time: looking, listening, speaking, thinking and concentrating. Draw attention to these throughout circle time using non-verbal praise, verbal praise and stickers.

MEETING UP – Involves games that promote group cohesion, mix up the group, provide a sense of fun and enjoyment, and reinforce social, emotional and behavioural skills, rules and routines.

WARMING UP – Involves a 'round' that gives everyone a chance to speak. A speaking object is used to focus on the speaker and a ground rule emphasises that all others must listen. Stem sentences are used to encourage participation. For younger pupils, puppets can be used to good effect.

OPENING UP – This is the heart of circle time and provides a forum in which aspects of the curriculum can be delivered using a range of approaches including for example discussion and debate, literature, drama, puppets.

During this stage pupils can help each other to tackle complex problems – generating alternative solutions and setting individual or class goals and targets.

A problem-solving open forum is scripted in the following way: 'Is there anyone here who would like to help with …?' The children reply with 'I need help because I …' Children can say 'I will help by …'

CELEBRATING SUCCESS – Involves participants acknowledging their own and others successes. It is an opportunity to give positive feedback.

CALMING DOWN – The final stage brings a sense of closure, and bridges into the next part of the school day. It provides an opportunity for visualisation and mediation activities and quiet cohesive games.



**Rewards and Sanctions**

# Rewards

## (STAGES)

1. You will be praised.
2. You will be given Team Points.
3. You will be moved up the Zone Board.
4. You will receive Zone Board rewards.
5. You may be sent to a senior member of staff to be praised
6. You may get a special mention in Celebration Assembly.
7. You might be 'Star of the Week'.
8. You might have a Coppice Postcard sent home
9. You might get one of our special rewards (e.g. a Star Writer pen)

# Sanctions

## (STAGES)

1. You will be warned.
2. You will be moved down the zone board (more than once if necessary).
3. You will be moved within the classroom (time-out table/chair).
4. You will lose a playtime.
5. Your teacher will contact your parents.
6. You will be seen by your Phase Leader together with your parents.
7. You will be seen by Deputy/Headteacher together with your parents to discuss possible consequences (e.g. loss of privilege)
8. Fixed term exclusion
9. Permanent exclusion

**NOTE: For Stages 4 to 7 in 'Sanctions' the responsible member of staff needs to make an appropriate note on the Behaviour Tracker on the P-Drive**

*The vast majority of pupil behaviour at The Coppice is good, co-operative and appropriate.*

Every class teacher will be proactive about managing the behaviour of children within the school and within their class as appropriate. A corporate responsibility for children's behaviour across the whole school is taken by every member of staff. Also, class teachers will all have completed a Behaviour Environment Checklist (available in the Behaviour folder of our P-Drive) which will help support the management of behaviour within class.

## Team points and 'House' competition.

Team points will be given out by all members of staff for a variety of positive behaviours that are seen in school. For example, they can be given to children for who set an excellent example to others in terms of how they move around the school, how they use their manners in the lunch hall or for their general conduct. A signed card will be issued by the member of staff and will placed by the child into a box. At the end of the week, all team points will be counted into 'House' totals and tokens awarded to each house for whether they came 1st, 2nd, 3rd or 4th. These tokens will be displayed in the hall and will be added to over the course of the year. At the end of the year, a trophy will be presented to the house with the most tokens. Tokens can also be earned through house sporting and academic competitions.

## Zone Board

A Zone Board is a visual tool to help pupils understand what behaviour is expected of them in class.  The boards have 5 colour zones going from gold-silver-green-orange to red.
The largest zone is the green zone which has the names of all the pupils in the class in it at the start of each week.  Staff are encouraged to regularly praise the pupils who are staying in green by doing the

right thing. The Zone Board is primarily there to encourage behaviours that are conducive to good learning; hence the board clearly shows which particular colours are in 'The Learning Zone'.

The '*Rules of the Classroom*' * that promote a good learning environment are displayed near the Zone Board.  Pupils are taught that keeping the rules will ensure that they stay in the Green zone (which is great!).   However, an adult may decide that they have been spotted doing so well that their name is moved to silver and then to gold.

If a pupil fails to keep one of the class rules, an adult will give the child a verbal warning. (Stage 1 – see above). If the child repeats the behaviour the child's name will be moved into the amber zone (Stage 2). There is no consequence to being in amber.  The pupil is encouraged to make the right choice. Choosing to change back to appropriate behaviour will mean the name will return to the green zone.

- Very occasionally pupils will still choose to ignore the warning and continue to break the rules. When this happens, the pupil's name will go into the red zone (Stage 2 again).
- There is always a consequence for being in red (even for dipping into red) for example missing the **next** break/part of lunchtime which the member of staff who put the child in red administers. The children will be told what the class's hierarchy of consequences are (Stages 3-6).  At any stage, if pupils decide to co-operate with the rules, they will see their name go back up the Zone Board via amber to green.
- A pupil who has been in the red zone can only climb as high as green on the same day. If Stage 4 is repeated by a child on 3 occasions, Stage 5 then finally Stage 6 will automatically take place.
- It is expected that pupils will receive rewards for ending the day for being in the gold zone.  The reward system will be explained to the pupils by their class teacher.
- The pupils' names will return to green at the start of each week.

(See Zone Board diagram below)



| THE |
| LEARNING |
| ZONE |

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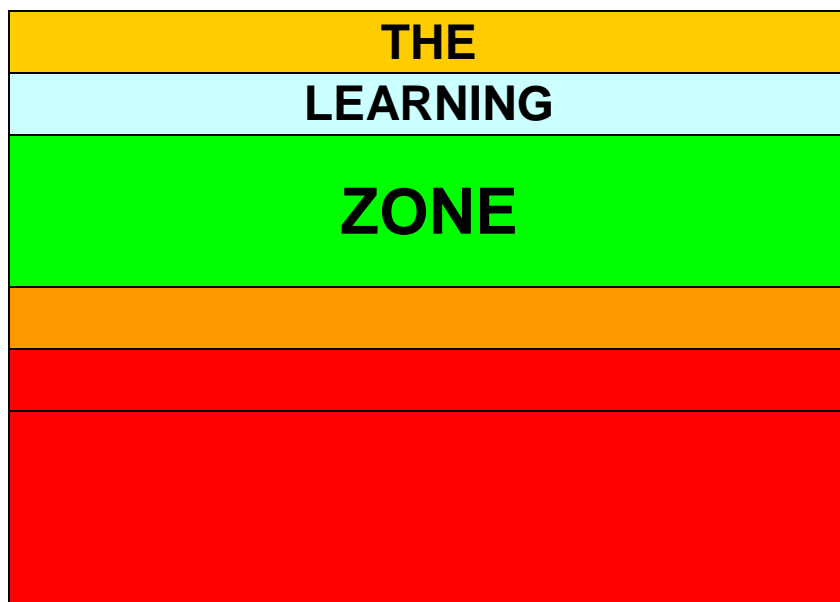
## *'Classroom Rules'*

*These should be placed near the Zone Board.  Rules should be agreed with the children during Circle Time and should be formulated to include the following.*

**Guy Claxton's 5R's for moving up the Zone Board:**
**Being ready (e.g. prompt, good listening, equipped etc.)**

**Being resilient (e.g. keeping going, sticking at something)**
**Being resourceful (e.g. independent, thinking for themselves, keying in to previous learning by themselves)**
**Being reflective (e.g. properly and actively thinking about how they did and how they might improve)**
**Remembering (e.g. actively trying to remember what they have learnt)**

**It is recommended that the class teacher also spends circle time unpicking all of the above and what it means.**

**A child is moved down the Zone Board anything that impinges negatively on learning, with emphasis on:**
*The right to feel and be safe, the right to learn, the right to be treated with respect*
**These rules should be relentlessly and consistently applied - the rule is 'certainty not severity' (i.e. consistency, things will always be followed up!).**

## Behaviour Management Processes

Rewards will follow the stages detailed above

**Sanctions (further clarification):**

1. Class teachers will initially take full responsibility for dealing with behaviour issues regarding children, properly investigating them and dealing with them accordingly, in line with stages 1 to 5 in the Sanctions listed above. Behavioural incidents that are of a more serious nature will be recorded on the school's 'Behaviour Tracker' in order that an on-going log of a child's behaviour can be kept.

2. If problems persist: Stage 6 of 'Sanctions' (see above); targets for improved behaviour will be set (with Phase Leader and Parents).

3. Persistent failure in reaching these targets, or particularly severe incidents (e.g. physical assault), will result in the Deputy/Headteacher being involved and giving a clear, formal warning of exclusion : Stage 7 of 'Sanctions' (see above); at this stage the Deputy/Headteacher may decide to move straight to an exclusion dependent on the severity of the incident.

4. Persistent failure in reaching these targets after a formal warning by Deputy/Headteacher, or particularly severe incident (e.g. physical assault) will result in a fixed term exclusion from lunchtimes or school as deemed appropriate.

5. If physical positive handling intervention i.e. positive handling by staff is at all necessary, then school will follow the guidelines set out by the Local Authorities and DfE Guidance (Sec. 55a Education Act 1996).

6. *For more extreme behaviour, within break time or lesson time, that falls outside the remit of this system we will implement bespoke systems that will include an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) that must actively involve the support of parents (See and IBP and PSP included with the Behaviour Policy folder). This will be monitored using a behaviour report card. However, if a child persists in extremes of behaviour (e.g. bullying, verbal aggression, physical aggression, defiance, vandalism etc.) the school will permanently exclude (with reference to the school exclusion policy - see Exclusions folder on the P-drive).*

## Lunchtimes

To support children at lunchtime and breaktime The Coppice will endeavour to ensure that there are plenty of things to engage the children through the promotion of Purposeful Play

**Lunchtime behaviour code:**

During lunchtimes we will sit in our place and eat our lunch sensibly.

We will clear our rubbish away and take it home for disposal if we have a packed lunch.

We will leave the dining hall when we are given permission, and walk out sensibly.

We will show respect for the Lunchtime Supervisors and do as we are reasonably asked.

**The rewards are as follows:**

- ☺ Verbal praise
- ☺ Special 'I have been good at lunchtime' stickers, Lunchtime Supervisor award stickers and Healthy Eating stickers.
- ☺ Team Points
- ☺ Special mention to class teacher

**Lunchtime sanctions (applied by Lunch Supervisors):**

- ➤ Verbal warning and apology to appropriate person.
- ➤ "Time out" of play. Ten minutes to reflect on how behaviour may be improved.
- ➤ "Bad behaviour note" to class teacher (see below).  This is to be retained by the class teacher in the pastoral file to monitor bad behaviour. Class teacher to transfer details to Behaviour Tracker on P-Drive
- ➤ Two notes in one week: Stage 5 of 'Sanctions' (see above).
- ➤ If problems persist: Stage 6 of 'Sanctions' (see above); targets for improved behaviour will be set with the class teacher.

- ➤ From here on the procedure identified in *Sanctions (further clarification)* (above) will be implemented

**Use of Reasonable force:**

Teachers will physically separate pupils found fighting or, if a pupil refuses to leave a room when instructed to do so, or is disruptive they will be physically removed (as advised in the DFE document: *Use of Reasonable Force*)

**Beyond the school gate:**

This policy also extends to include children's behaviour before and after the school day, whilst on the way to or from school; especially whilst representing the school, wearing its uniform. Anything that is deemed inappropriate and is brought to our attention will be dealt with in accordance with this policy and in conjunction with the child's parents or carers.

In addition, any inappropriate online behaviour that is brought to our attention through a parent, child or adult working in school and which affects relationships between pupils in school in a negative way will also be dealt with in conjunction with the child's parents/carers, this policy and the school's On-line safety Policy.

Any incidents of inappropriate online behaviour will be also be recorded on the school's behaviour tracker on the 'P-Drive'.

**Name**                              **Class**                              **Date**

I was disappointed with your behaviour because you deliberately

| Problem | Comments: |
|---|---|
| Called unkind names | |
| Ignored an instruction | |
| Physically hurt another child | |
| Were rude to an adult | |
| Were inconsiderate in your behaviour | |
| Threw objects | |

**Supervisor ...........................................**          Other children involved:

**Teacher .............................................**

## Children Inside the building at lunchtime.

- ✓ Office monitors will be allowed inside the building at lunchtime to help in the office, answer the telephones and open the door. These will be supervised by staff.

- ✓ All other children will be expected to be outside on the playground where they can be safely supervised by an adult.

- ✓ In the event of the children taking part in a club, they shall be collected from the playground at a fixed time by the member of staff.

## How we help to stamp out bullying
### (in addition see anti-bullying policy)

At the Coppice Primary School we strive to ensure that children will have a happy and enjoyable childhood, and when they leave us they will be well prepared for their life after their time with us. In order for this to happen everybody needs to be able to work in a safe, caring and supportive environment.

### We respect, trust and co-operate.

## Bullying - What is it?

Any <u>repeated</u> behaviour that is designed to upset or hurt a child.
It includes

Physically hurting a child.
e.g.    Punching.
        Kicking.
        Slapping.

Verbally hurting a child.
e.g.    Swearing.
        Threatening.
        Rejecting.
        Teasing.

Excluding a child from a group.

## Every child should know that

**No one** has the right to make you feel unhappy or hurt you.

**You** do not have the right to make someone else unhappy or hurt them.

**If** you are being bullied – tell your teacher, your parents, put a note in the letter box (or our website suggestion box: www.coppice.worcs.sch.uk) or tell another adult that you can trust.

**If** you know you sometimes bully others and want to stop - tell your teacher, your parents, put a note in the letter box (or website suggestion box)

## Every parent should know that

- Bullying happens in **all** schools.
- It sometimes happens in **our** school too.
- We can only **deal** with what we know about.
- We will only **know** if you tell us.
- We will **always** take bullying seriously.
- If you suspect that **your** child is a victim of bullying then please get in touch ASAP.

| | | |
|---|---|---|
| Together we are bigger than bullies | **Remember!** You can only get help if someone else knows what is happening to you | If you feel you cannot tell **anyone,** then phone this number: **Childline 0800 1111** |

*Incidents of bullying must be recorded in a Bully Log available in the Behaviour folder on our P-Drive*

# Racist Incidents

Racial Harassment is one form of discrimination. The Coppice Primary School is committed to combating racism and acts of racial harassment and seeks to encourage a positive ethos that promotes racial justice and harmony.

A Racist incident is defined as:

(a) Any incident in which it appears to the person reporting the incident or any other person that the incident involves an element of racial motivation.
(b) Any incident that includes an allegation of racial motivation made by any person
   "Racial" means of any race, nationality, colour, or ethnicity.

## What we look for when investigating an incident

☹ The use of an item as a weapon in a racial motivated attack.

☹ Actual or threatened physical assault, jostling or punching.

☹ Verbal abuse such as insults, racist jokes; derogatory name calling, even words such as 'smelly' may have racial motivation; racist comments in the course of a discussion, playtime; and ridicule.

☹ Bringing racist materials into schools/wearing racist badges or insignia.

☹ Refusal to co-operate with others purely on the grounds of race, ethnicity, colour or nationality.

☹ Offensive gestures

☹ Written derogatory marks including graffiti, this may be on school property or on personal books

☹ Abuse of personal property such as pencil cases, bags, P.E. kit etc

☹ Encouraging others to behave in a racist way. This may include any of the above definitions.

## What staff will do in the event of an incident.

Staff will address the following questions with the children, though they may be asked in a level according to the ability of the children. These will be recorded separately on a Racial Incidents Log (or alleged Racial Incident Log) available within the Behaviour Tracker folder within the Behaviour folder on our P-Drive. All entries must be brought to the attention of the Class Teacher and Headteacher. Investigating staff will consider the following:

1)   Do any of the participants view this as being racist?    Why?
2)   Do any of the witnesses view this as being racist?    Why?
3)   Is there a reason for considering this a racist incident?
4)   Was the incident intentional or unintentional?

The head will then need to assess if the case is of a serious incident and whether further intervention is necessary. The following steps will need to be considered.

1) Whether the incident is of such severity that the whole school community needs to be informed.
2) Whether teachers should explain the circumstances to pupils to reduce the distortion and backlash through rumour.
3) Whether parents or guardians need to be informed.


## Dealing with perpetrators.

1) Children will be dealt with using the school's behaviour management policy. This may result in a special Circle Time to anonymously talk about the issues
2) The Head will decide what is recorded on the child's file.

The Coppice will also actively work to dispel ignorance that normally leads to the issues described by incorporating multicultural education within its curriculum as well as the notion of tolerance and understanding through PSHCE.

*At The Coppice we will actively challenge anyone expressing opinions contrary to fundamental British Values, including 'extremist' views.*
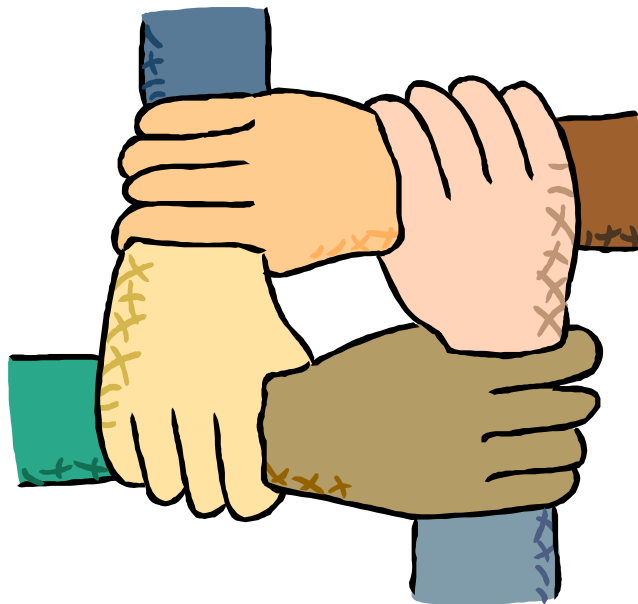
# Role of Parents

We have found that our parents support us in our aim to prevent behaviour problems, and hope that this will always be the case. We hope this policy explains very clearly our aims. However supportive the parents are of our general policies, there will sometimes be children whose behaviour gives us cause for concern. The parents of these children will be involved in as constructive a way as possible, using the following structure:-

✓ Parents will be expected to support the schools Behaviour Policy as well as carry out their part of our Home/School Agreement (available on our website within our School Brochure)

✓ They will be involved early, rather than later when the problem is severe.

✓ We shall always begin by saying what the child does well.

✓ We shall list the problems as clearly as possible.

✓ One problem will be chosen to deal with first.

✓ A goal/target will be set for the child to work towards e.g. John will stand in his line in the playground without pushing or fighting.

✓ Parents and staff will decide how everyone can work together to achieve the goals (see IBP or PSP above)

✓ A date will be set on which to meet again or review the issue.

✓ Many problems can be sorted out through informal discussion with the child's class teacher, but should the problem be more severe then the Phase Leader and eventually Deputy/Headteacher will be involved.

## BIBLIOGRAPHY:

The following publications were used when writing this work.

Moseley, J (1993). Turn Your School Around. LDA: Wisbech

Elton et al (1989). Discipline in Schools. HMSO: London

*Reviewed and agreed by The Coppice Primary School Governing Body on (date):*
_____

*Signed (headteacher):* _____

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

| Name of policy | Content | Reason for policy | Who does it relate to? | Where is it stored? |
|---|---|---|---|---|
| Behaviour Management Policy | Guidelines for behaviour | To provide guidance | Pupils | Secure Network drive |

As such, our assessment is that this policy:

| Has Few / No Data Compliance Requirements | Has A Moderate Level of Data Compliance Requirements | Has a High Level Of Data Compliance Requirements |
|---|---|---|
| √ | | |