The Coppice Primary School Behaviour Management Policy

The behaviour in our school should reflect the values we place in encouraging learning and cooperation in a civilised society, ensuring the vision we have for our children of *'Happy, confident and successful learners, well prepared for life'*.

This policy is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other member of the wider school community.

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Approved by Trustees	May 2019
Date for Review	May 2021

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

1. School vision:

"Happy, confident and successful learners that are well prepared for life"

2. Purpose of the policy:

2.1 This policy reflects the school values and philosophy in relation to the managing of behaviour and promotion of self-esteem at The Coppice Primary School and sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching and assessment. The policy should be read in conjunction with each year group's curriculum planning.

2.2 This document is intended for:

1.   All teaching and school management staff
2.   All Teaching Assistants and pupil support staff
3.   School Trustees
4.   Parents
5.   Inspection teams

3. 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.

MOST IMPORTANT: Every adult within school needs to apply this policy consistently and diligently, never missing an opportunity to put it into practice. In that way, we build a strong culture of adherence.

The vast majority of pupil behaviour at The Coppice is good, co-operative and appropriate—it is only by assiduous application of this policy that we maintain this.

Our behaviour management policy has been developed to help the child to learn from all the different types of behaviour that they might show. We aim to realise our vision (above) 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 (above) for our children.

A child can accept learning challenges and failure if he/she can draw upon support from people around them.

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 (or adult) gets drawn into such a cycle.
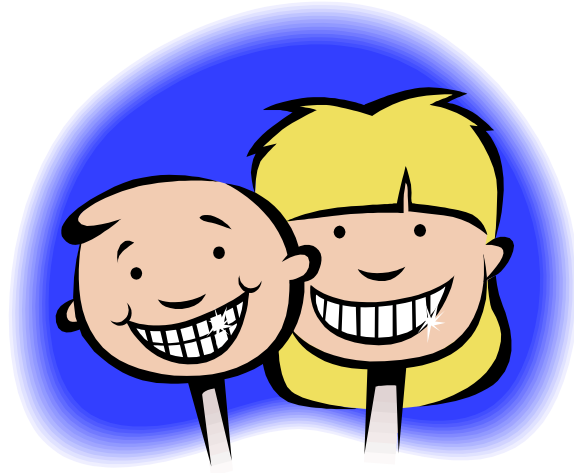
At The Coppice Primary School we aim to achieve this by using circle time (see Appendix 1); charting behaviour by using class Zone Boards; making full use of rewards, incentives and fair sanctions; creating positive experiences at lunchtime and during the school day; having rules for the prevention of bullying and discrimination 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 support and help with things.

Inclusion:

The Coppice Primary School welcomes people from all backgrounds regardless of gender, beliefs, sexuality, abilities or race. And, because of this, we truly believe that, if our behaviour policy does not work for all, then it does not work at all.

Obviously, we want our behaviour policy to be rigorously and consistently applied, but it also needs to be applied fairly, taking into account the individual needs of children who might find the expectations around our behaviour policy harder to achieve than others, because of a significant barrier or disability. In such circumstance, more than likely, this policy will need to be adapted to make it bespoke to the needs of these children (possibly including the implementation of a Pastoral Support Plan (PSP) or Individual Behaviour Plan (IBP) to support the child or interventions (e.g. Thrive ftc)).

4. Enhancing self-esteem in our children.

4.1 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.

4.2 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;

The Coppice also supports children's self-esteem and social and emotional development through Thrive ftc, which staff have regular training in (see school website for more information)

4.3 Negative Impacts on Self-Esteem:

- See The Coppice Primary School's anti-Bullying Policy
- See Worcestershire Local Authority Guidance on dealing with matters of Racial Harassment (which The Coppice follows), available at: http://www.worcestershire.gov.uk/info/20366/professionals.

The simple message is that if children have appropriate self-esteem then there will be fewer behavioural issues. The two are intrinsically linked.

4.4 Rewards and Sanctions

Rewards	Sanctions
(STAGES)	(STAGES)
1. You will be praised. 2. You will be moved up the Zone Board. 3. You will receive Zone Board rewards. In addition: - You may be given team points (by any member of staff) - You may be sent to a senior member of staff to be praised - You may get a special mention in Celebration Assembly. - You might be 'Star of the Week'. - You might have a Coppice Postcard sent home	1. You will be warned. 2. You will be removed from the ZB and lose the next available playtime (or part of a lunchtime). 3. Your teacher will contact your parents. 4. You will be seen by your Year Leader <u>with</u> your Class Teacher together with your parents. 5. You will be seen by Deputy/Headteacher <u>with</u> your Class Teacher together with your parents to discuss possible consequences (e.g. loss of privilege) 6. Fixed term internal exclusion 7. Fixed term exclusion 8. Permanent exclusion
The above needs to be shared explicitly with the children (at the start of each year)	

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
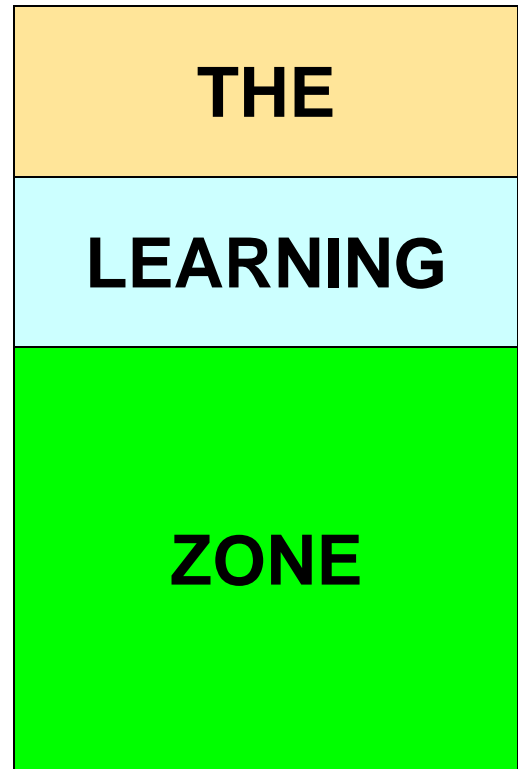
5.Zone Board

A Zone Board is a visual tool to help pupils understand what behaviour is expected of them in class. The boards have three colour zones (gold, silver, green).

The largest zone is the green zone which has the names of all the pupils in the class in it (refreshed) at the start of each day—*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 '*School Rules'** that promote a good learning environment need to be 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. This is for exceptional good behaviour (we need to set an expectation around every-day, 'good' behaviour)

The ZB will be reset every day (with all children being put on green at the start of each new day)

THE

LEARNING

ZONE

6.School Rules*

These should be placed close to the Zone Board for easy reference. To keep things simple, there are just three rules:

- Be respectful
- Be responsible
- Be ready

Adults in school need to keep reinforcing and unpicking what these three rules mean through planned Circle Time activities as well as the regular 'drip-drip' during everyday reference to them when using the Zone Board and having conversations around behaviour. Children need to know them well.

the 3R²
respectful
responsible
ready

The overriding rule for enforcing these school rules is 'certainty not severity' (i.e. all staff are relentless and consistent in how we keep referring to them and demanding them).

Staff, need to model these three rules in their day to day practice in their dealings with everyone in school (even each other!).

Where behaviour issues persist in a class, Class Teachers will be asked to complete a Behaviour Environment Checklist (available in the Behaviour folder of our P-Drive) which will help support the management of behaviour within class.

Class Teachers have a responsibility for ensuring a good working environment within their classrooms. See Appendix 2 (Levels of Engagement) regarding expectations and standards around this.

7.Team points and 'House' competition.

Team points will be given out by any member of staff for a variety of positive behaviours that are seen in school. For example, they can be given to children 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.

8.Behaviour Management Processes

Rewards will follow the stages detailed above

Sanctions (further clarification):

1. Class Teachers, themselves (i.e. without delegating to a Teaching Assistant), will initially take full responsibility for dealing with behaviour issues regarding children, finding time to properly investigating things and dealing with them accordingly, in line with stages 1 to 4 in the Sanctions listed above (see *Picking up Your Own Tab* by Paul Dix). Class Teachers will also be responsible for recording behavioural incidents that are of a more serious nature, recording these on the school's 'Behaviour Tracker' in order that an on-going log of a child's behaviour can be kept. Alleged incidents of racism, identified incidents of racism and identified incidents of bullying need to be recorded appropriately on the proformas available within the tracker folder within the Behaviour folder on the P-Drive

2. If problems persist, targets for improved behaviour will be set with Year Leader and Parents (Stage 5).

3. Persistent failure in reaching these targets, or particularly severe incidents (e.g. physical assault), will result in the Deputy/Headteacher being involved straight away, giving a clear, formal warning of exclusion : Stage 6 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/breaktimes, class or school as deemed appropriate.

5. For more extreme behaviour, within break/lunch 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 an IBP and PSP included within 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.) or a child is involved in an incident that is deemed acute and outrageous, the school will permanently exclude (with reference to the school exclusion policy - see Exclusions folder on the P-drive).

9.Use of Reasonable force:

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

10.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 behaviour (e.g. online) 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 Online safety Policy.

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

11.Lunchtimes

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

11.1 Lunchtime behaviour code:

During lunchtimes we will:
- sit in our place and eat our lunch sensibly;
- clear our rubbish away and take it home for disposal, if we have a packed lunch;
- leave the dining hall when we are given permission, and walk out sensibly;
- respect for the Lunchtime Supervisors and do as we are reasonably asked;

11.2 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

11.3 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).
➢ 'Poor behaviour note' to Class Teacher (see Appendix 3). This is to be retained by the Class Teacher in the pastoral file to monitor bad behaviour. If deemed appropriate, 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
➢ The Coppice reserves the right to apply an external lunchtime exclusion (involving parents) for poor lunchtime behaviour.

11.4 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.

- ✓ Apart from the appropriate use of toilets, lunchtime clubs, supervised sessions with staff and appointed visits to the lunch hall, all other children will be expected to be outside on the playground where they can be safely supervised by an adult.

12. 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 list the problems as clearly as possible.

- ✓ 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 (e.g. see IBP or PSP above).

- ✓ As required, 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 Year Leader and, eventually, Deputy/Headteacher will be involved.

Important to note:

Over the year, during day-to-day contact with parents (e.g. on handover), it is important that we are diligent about regularly sharing 'the good stuff', then parents appreciate an even-handedness about how we manage behaviour and are much more willing to support when there is negative behaviour to deal with. Accordingly, it is recommended, on rotation, that Class Teachers share 'Good News of the Day'.

Respectful
Responsible
Ready

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
	✓	

Thrive Circle Time

What exactly are Thrive 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 Thrive 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 Thrive 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.

Levels of Engagement

Level	Engagement	Examples
1	Extremely low: *The child shows hardly any activity*	• No concentration (staring, daydreaming); • An absent, passive attitude; • No goal-oriented activity, aimless actions, not producing anything; • No signs of exploration and interest; • Not taking anything in, no mental activity.
2	Low: *The child shows some degree of activity but this is often interrupted.*	• Limited concentration (looks away during the activity, fiddling, daydreaming); • Is easily distracted; • Action only leads to limited results.
3	Moderate: *The child is busy the whole time, but without real concentration.*	• Routine actions, attention is superficial/compliant; • Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; • The child does not gain deep-level experiences; • Does not use his/her capabilities to full extent; • The activity does not address the child's imagination.
4	High: *Overall, there are clear signs of full involvement, but these are not always present to their full extent.*	• The child is engaged in the activity without interruption; • Most of the time there is real concentration, but during some brief moments the attention is more superficial; • The child feels challenged, there is a certain degree of motivation; • The child's capabilities and its imagination, to a certain extent, are addressed in the activity.
5	Extremely High: *The child is continually engaged in the activity and completely absorbed in it.*	• Is absolutely focussed, concentrated without interruption; • Is highly motivated, feels strongly appealed by the activity; • Even strong stimuli cannot distract him/her (e.g. SLT walking into the room); • Is alert, has attention for details, shows precision; • Its mental activity and experience are intense; • The child constantly addresses all its capabilities (imagination and mental capacity are in top gear); • Obviously enjoys being engrossed in the activity.

Child's name:		Class:	Date:
I was very happy/disappointed with your behaviour because you were/were not (☑)：			
Respectful ☐ Responsible ☐ Ready ☐	Comment:		
Lunch Supervisor:	Other children involved:		

Child's name:		Class:	Date:
I was very happy/disappointed with your behaviour because you were/were not (☑)：			
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