

Coates Lane Primary School



Positive Behaviour Management Policy

Our Mission Statement

Happiness at the heart, shaping children of the future

Positive Behaviour Management Policy

The Positive Behaviour Management policy is in conjunction with The Home School Agreement and the Anti Bullying Policy.

The Pupil Voice, Parents, Staff and Governors have been consulted in the writing of this policy. This policy is in line with and supports our Mission and Aims Statement.

The “golden rule” of Coates Lane Primary School is “treat other people as you would wish to be treated yourself”. All children and adults at school are aware of this through regular reminders in class, assembly and group situations.

“Treat other people as you would wish to be treated yourself”

We believe that everyone in school has a right to be respected as an individual. Good relationships are vital to the successful working of our school. Everyone who is a member of our school community shares a responsibility to make it a happy, safe, pleasant and productive environment.

We believe that teaching children the skills of self discipline, cooperation, respect and tolerance towards others are an important part of the curriculum. Without these skills our academic objectives can not be achieved. In addition, we aim to strengthen our partnership with parents by working with them in order to achieve our goals.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, by the use of lively, stimulating and varied teaching styles and by the amount of specific praise used.

All our staff, in the classroom and on the playground share a positive approach to behaviour management and emphasis is on rewards to reinforce good behaviour at all times. We believe that rewards have a motivational role, helping to see that good behaviour is valued.

In our school we recognise that behaviour difficulties are normal where children are learning and testing the boundaries of acceptable behaviour. Our success as a school is not assessed by the absence of problems but by the way in which we deal with them.

Praise for behaviour is as high as for academic achievement.

Staff Responsibilities

The staff will strive to provide for varying abilities within the classroom situation, differentiating work as necessary to ensure children are motivated and working within their capabilities, recognising that to do so can create indiscipline arising from frustration.

We will promote the appearance and cleanliness of our school, both inside and outside the building, leading by example, and encourage the children to promote the image of the school within the local community with their good behaviour.

All staff in school, including lunchtime staff, supply staff and other visitors need to be aware of the systems in operation and have access to this document. They are part of the school community and must reinforce this policy.

We will support all children (not just those in our own class) in the upholding of our shared rules, in order for children to understand that we are all working towards the same goal; a well-ordered, positive environment, where children have a respect for others' rights and accountability for their own behaviour.

In order to achieve this we will teach the children to understand that behaviour is related to outcome. Desirable or undesirable consequences need to be seen by the children as an outcome of their own choice, i.e. good behaviour leads to praise or positive reinforcement, bad behaviour does not. Where children are displaying both bad and good behaviour we will try to reinforce the good behaviour in order to correct the undesirable

Classroom Behaviour

At the beginning of each school year, teachers and teaching assistants will work together with their class in order to negotiate class rules, which will be displayed prominently.

In addition, each classroom will display a zone board for behaviour comprising of five sections: **GOLD**, **SILVER**, **GREEN**, **AMBER** and **RED**.

The zone board is to be the mainstay of the school rewards and sanctions policy for individual behaviour.

At the beginning of every new day, all children's names will be displayed on the green zone. Throughout the day pupils may move up or down the zone board according to their behaviour. It is important that children realise they will be treated in the same way by all staff. **There will be no exceptions.**

Power to use Reasonable Force

On occasions it may be necessary for teachers to use 'reasonable force' to separate pupils found fighting or if a child refuses to leave the room when instructed to do so. Force will be used to control or restrain, never as a punishment; this is always unlawful.

All school staff have all read understood the following:

1 What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Zone Board Meanings

GOLD ZONE

- Exceptional achievement (work, play, behaviour)
- Consistently good behaviour

SILVER ZONE

- A super effort
- Being kind and considerate
- Doing voluntary jobs
- Being very polite and well mannered

GREEN ZONE

- Everyone begins the day in green: New Day - New Start!
- Everything is as expected (work, play, behaviour)

AMBER ZONE

- Disrupting lessons
- Wasting time in lessons
- Spoiling other children's playtimes
- Talking when the teacher is talking

RED ZONE

- Physical violence – see addition to the policy.
- Verbal violence
- Swearing
- Stealing
- Dishonesty – lying
- Bullying of any kind – See addition to the policy.
- Racial comments

Pupils will normally move up and down zones, but may move straight to **GOLD** or straight to **RED** should they display any of the behaviours listed.

These rules will be placed in each classroom and communal areas. When not with their class teacher, the adult with responsibility for the children will follow this policy, including lunch time welfare assistants.

Everyone gets re-set at the beginning of lunchtime to enable all children the opportunity to improve their behaviour in the afternoon.

Confiscation of Inappropriate items

Teachers have the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, knives and extreme or child pornography must be handed to the Police. Otherwise it is for the Head Teacher to decide if and when to return an item, or whether to dispose of it.

Parents should contact school immediately if they feel there may be a problem.

Zone Board Rewards and Sanctions

GOLD ZONE

Pupils who achieve GOLD will:

- 1. Have it explained to them why they are in the GOLD zone.**
- 2. Receive a gold certificate to take home that day**
- 3. Have their name displayed in the Gold Book which is situated in the school entrance for their parents and the rest of the school community to see and comment upon**
- 4. Be congratulated by their class**
- 5. Earn 10 planet points**

SILVER ZONE

Pupils who achieve SILVER will:

- 1. Have it explained to them why they are in the SILVER zone.**
- 2. Receive a silver certificate to take home that day**
- 3. Be congratulated by their class**
- 4. Earn 5 planet points**

GREEN ZONE

Pupils who remain in GREEN will:

- 1. Be congratulated by their class**
- 2. In years R, 1, 2 and 3, if they remain on green ALL week, they will receive a green sticker on a Friday afternoon.**
- 3. In years 4, 5 and 6 they will receive a certificate for being on green ALL week.**

AMBER ZONE

Pupils who move into ORANGE will:

- 1. Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour**
- 2. Apologise for their behaviour**
- 3. Lose 5 minutes of play/lunchtime for each incident**

RED ZONE

Pupils who move into RED will:

- 1. Have to explain the reason for their move to ensure they know what they was wrong with their choice of behaviour**
- 2. Apologise for their behaviour**
- 3. Lose 10 minutes of play/lunchtime for each incident**
- 4. Be sent to the Key Stage Leader at an appropriate time during that day to explain their behaviour**
- 5. One mark monitored for getting onto red. When a pupil is placed on red they receive a RED letter/email from the Key Stage Leader to take home/be emailed home in order to inform parents of the behaviour. This letter will contain a reply slip to ensure that the parent receives it**

The person who dealt with the incident will record each incident on CPOMS so that it can be monitored for patterns.

After three RED incidents within the same term, from the same child, the Key Stage Leader, the class teacher, the parents, the child and the Head Teacher will meet together in order to discuss the matter further. This should take place as soon as possible and normally within a few days of the incident. After the sanctions for the incident have taken place and an improvement in behaviour has been demonstrated, a new start will be given for that pupil.

If a child is meant to be representing the school for anything e.g. sporting activity, and they are in the **red zone** during that week (or the previous week e.g. a Friday), they will not be able to participate.

At the beginning of each new school year, a new start will be given for all pupils, any existing RED incidents are not carried over to the next year.

General Points about Rewards

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards, not just those who are academically able.

Everyone responds to the right kind of reward and staff use a wide variety in order to promote good behaviour. Staff can use a wide variety of praise/encouragement, depending on what their pupil's needs are.

These could include:

- Use of stickers/smiley faces
- Use of praise
- Achiever of the week during Friday Achievement Assembly
- Golden Book during the Friday Assembly
- High 5s
- Postcards home
- Headteacher awards
- Approval by other staff – visiting other teachers or the Head Teacher

Many of these rewards are easily visible to parents and therefore parents may choose to continue the praise process at home.

Guidelines for using rewards effectively

1. Rewards are more effective if they are given immediately.
2. We will reward the behaviour every time it occurs, especially initially.
3. We will only reward when the required behaviour has been demonstrated.
4. Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that that behaviour will become the 'norm'.

Further Sanctions

Further sanctions which may be used when necessary and at the complete discretion/professionalism of the teacher.

- Loss of playtime in order to complete work.
- Time out from the classroom to work under the supervision of another member of staff.

- Repeated unacceptable behaviour at playtimes and dinner times may result in time off the playground and have a cooling off time in the classroom/reflection room with a senior leader if necessary. The reflection room is the room behind the library.
- Loss of privilege is an option, e.g. time out/banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or to others.
- Children who are on red during a week when they are meant to be representing the school for any reason e.g. a sporting match, a visit to another establishment, will not be able to participate. This does not necessarily include educational school trips as there may be exceptions.
- For persistently bad behaviour class teachers may also wish to utilise their own individual positive strategies. These could include: sticker charts, smiley face charts, marbles in a jar, home-school liaison book.
- The ultimate sanction of exclusion from school will only be used in exceptional circumstances. In such cases the Head Teacher will follow the Lancashire Authority guidelines for exclusion.

Guidelines for using sanctions effectively

1. Pupils need to know why they are being punished and will be given an opportunity to make amends.
2. Sanctions will be applied fairly and calmly and in a way that maintains self-respect and will not be used to humiliate.
3. Sanctions will be used consistently.
4. As far as possible sanctions will be given immediately after the misdemeanour.
5. Care will be taken to ensure that the sanction is appropriately matched to the nature of the incident and the characteristics of the pupil.

Coates Lane Primary School is an inclusive school and is proud of this ethos and approach.