

COTON GREEN PRIMARY SCHOOL

LOCAL STATEMENT OF BEHAVIOUR PRINCIPLES

Since Academy Conversion in 2020 the school now aligns to the ATLP behaviour Policy which can be found here:

<https://atlp.org.uk/files/2021/12/ATLP-Behaviour-Policy-2021-FINAL.pdf>



The following Local Behaviour policy is intended to explain and define the school's approach to behaviour and bullying. This has been discussed and agreed at school level and with the Local Governing Body.

This is due for a full review in the Summer Term 2022 with the aim of new local behaviour policy to be implemented in Autumn 2022.

Mr. R Osborne
April 2020

COTON GREEN PRIMARY SCHOOL – LOCAL Behaviour Policy

At Coton Green Primary School we believe that:

- All members of the school community should respect each other and each other's property.
- Politeness and good manners should be positively encouraged.
- All staff set the highest standards when speaking to children and others.
- Children should reciprocate this respect to all staff including ancillary and clerical staff, lunchtime and catering supervisors, cleaning assistants and janitor and all visitors in school.

Positive behaviour and a welcoming ethos within school will be actively promoted by:

- A staff notice board with names and photographs of staff to be displayed on the school website.
- A weekly newsletter, supported by regular letters will be available to parents and children.
- A weekly 'Sweep' award that rewards classes taking their own responsibility for the learning environment.
- A weekly Head teacher's Award to celebrate successes for a child in each class.

Positive attitudes to behaviour will be promoted using the following guidelines:

Assemblies

- A weekly Head Teacher Award is given during a whole school assembly. Parents are invited and the chosen children are presented with a certificate. Photos taken and the certificate, are displayed. These are then sent home the following week. This will also be celebrated on the weekly newsletter
- Children and staff will participate in and lead assemblies as part of a regular planned programme.
- Children and staff will show respect by entering and leaving all assemblies quietly.

Classes

- An agreed classroom charter will be negotiated by each class at the onset of the year, displaying the agreed rights and responsibilities.
- Circle time will be an opportunity to address issues as they arise as part of PSHE.
- Children will be awarded merits/stickers/house points for achievement in work and behaviour. House point charts and star charts (if appropriate for class) will be displayed in each classroom.

School Council

- Addresses issues raised by the children staff and the whole School Community
- School is divided into 4 teams following the House colour teams – St George’s (Red), St Patrick’s (Green), St Andrew’s (Blue) and St David’s (Yellow). Each team has members from Reception (later in the year) to Year 6 and teachers. Each team then votes for a representative from Y1/2, Y3/4, Y5/6 to attend School Council meetings.
- The elected School Council members discuss issues and representatives feed-back information to their peers, in class, in team meetings and with minutes available.

House Captains

- In addition to school Council, each colour elects two Y6 children to be their House Captains. Their responsibilities include collecting house points and being an ambassador for the school.

Playtimes

- On the yard all children will stop immediately when the whistle is blown. Classes/year groups are sent in one by one; they may be lined up prior to this at the discretion of the member of staff after discussion with class teacher if this is deemed necessary.

Lunchtimes

Lunchtime charters outline agreed Rights and Responsibilities for each Key Stage:

- In Key Stage One a lunchtime supervisor allocated to each class will collect their class at 12.15 p.m. (EYFS 12:00)
- Y5/6 buddies may assist lunchtime supervisors with equipment and games. *
- In Key Stage Two a separate timetable for football operates for the side field and the courtyard quiet area is used by years 5/6 for those that prefer a quieter area. *
- Monitors remove playground equipment from the shed and organise distribution. Equipment is then returned at 1:20 by the monitors. *
- Staff will return to classrooms at 1.10 and 1.25 pm as appropriate to their Key Stage to receive children from the yard at 1.15 and 1.30 pm.
- In EYFS and Key Stage One lunchtime supervisors take children into classrooms and hand over to staff.

**Some of these activities may be reduced be part of the school’s Outbreak Management Plan.*

KS2: At the end of lunchtime, the lunchtime supervisors blow the whistle and children are to stand still. After another whistle, children are sent in a class in at a time. Each class to have a Lunchtime assistant to ensure good behaviour during this time.

Attendance.

- Prizes and certificates are given for 100% attendance will be presented at the end of the year. Termly attendance is also celebrated.
- Absences must be reported to the school office by close of register (9.20 a.m.)
- Registers are checked against this and a phone call made to parents

- Winning class with highest attendance celebrated weekly.
- When a note or phone call is not forthcoming in explaining an absence, same day communication will be made from the school office by email, text or letter e.g.

We note that ____ was absent from school on

As we have received no reason for this it will count as an **unauthorised absence** unless we receive notification from you.

Sanctions as a result of unacceptable behaviour:

Any behaviour, which is offensive or upsetting to others, is unacceptable in school.

- Mild transgressions of behaviour are to be dealt with on the yard and within class. Children may be given a time out as an immediate consequence of unacceptable behaviour.
- Any sanction should be proportionate to the age and needs of the children.
- In EYFS children will be given a 'time out' with an adult.
- A behaviour watch record may be used to e.g. monitor the behaviour of a group at playtime or lunchtime.
- Losing the privilege of playtime or lunchtime will be used with a teacher supervising.
- Repeated behaviour transgressions will be recorded electronically on a behaviour record sheet on BROMCOM and monitored by the class teacher/phase leader/SLT as appropriate.
- Repeated misdemeanours will be referred to Deputy Head/Headteacher.
- A repeat referral to the SLT will be referred to the Deputy or Headteacher.
- These will also be logged on Bromcom by the referrer and followed up by the DHT/HT and parents informed.
- Any instance of unacceptable verbal, physical or threatening behaviour, e.g. swearing, graffiti, fighting will be referred directly to a member of the senior management team as appropriate. Parents will be informed as appropriate.

SERIOUS BEHAVIOUR INCIDENTS

Serious or repeated incidents may lead to a two-tiered approach to exclusion:

1: **INTERNAL EXCLUSION SANCTIONS:**

- Work in a different class within the phase for a set amount of time not exceeding a day
- Work in a different class within the school for a set amount of time not exceeding a day
- Work in supervised isolation – for example work in the HT office for a set amount of time not exceeding a day.

2: **EXTERNAL EXCLUSION SANCTIONS:**

- Fixed Term and Permanent exclusion – Should all such measures prove not to improve behaviour; school may exclude a pupil for a fixed term period. (This may, in exceptional circumstances, be used in response to a particular incident) or a permanent exclusion.
- This would always be a last resort.

Monitoring

- Where behaviour warrants it, an Individual Behaviour Record sheet will be taken by the child to each playtime/lunchtime/lesson as appropriate. This will be signed by a member of staff and by an identified lunchtime supervisor at dinnertime. Parents will always be informed and invited to discuss behaviour if a Behaviour record is used.
- Records of behaviour referrals are kept to facilitate a letter home, or to invite parental discussion as we work together to improve outcomes and promote good behaviour. This may include with parental support accessing advice from outside agencies and /or putting in place an Individual Behaviour Plan (IBP).
- Behaviour logs in Bromcom will be monitored termly by the SLT.

Support for Pupils

- Pupil's displaying poor behaviour may well have underlying unmet needs. School has systems of pastoral support and use techniques such as 'restorative practice'.
- The school's pastoral leads Julie Shipman (KS2) and Annia Pegg (KS1) may deliver interventions such as circle of friends, emotion coaching and drawing and talking therapy.
- Children displaying Social, emotional & mental health difficulties may be referred to the SENDCO / HT for referral for further support and the child and family supported appropriately.

Signed: R OSBORNE / E.SMITH



SEPTEMBER 2021

Coton Green Primary School LOCAL Bullying Policy

Bullying is included within our unacceptable behaviour, the values and beliefs underlying this separate policy are:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks.
- Pupils should act in a respectful and supportive manner to their fellow pupils reporting any suspected incidents.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
- Should an incident of bullying occur, the parents of all parties will be asked to come in to discuss which measures should be taken. Support will be sought from outside agencies as appropriate.
- The ultimate sanction for unacceptable behaviour may be exclusion, although this would be a last resort.
- Any racist or discriminatory incidents (including gender and sexualised peer on peer incidents) will be recorded and both the parents of the perpetrator and victim will be contacted.
- School will log incidents using Bromcom and/or Myconcern if also deemed a safeguarding concern.

Anonymous records of these incidents are reported to ATLP and LGB.

Parents can play a vital role by:

- Stressing to pupils the importance of sociable behaviour.
- Reporting any misgiving they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.

Evaluation Procedures

- In order to assess the effectiveness of the policy, the following standards will be used as a means of measuring performance.
- Variations in number of reported incidents over a given period.
- Variations in number of pupil absences, including post-registration absence, as an indicator of bullying.

Signed: R OSBORNE / E.SMITH



SEPTEMBER 2021