



# Behaviour Policy

## UNICEF Articles relevant to this policy

- ❖ **Article 2 (Non-discrimination)** Children have the rights to be treated fairly, regardless of gender, ability, race, ethnicity, religion
- ❖ **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- ❖ **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- ❖ **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- ❖ **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- ❖ **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- ❖ **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

Policy last ratified and adopted	February 2019
Policy due for review	February 2020

At Colindale Primary School we aim to create a school environment in which pupils feel safe to learn and feel valued and where bullying and harassment will not be tolerated. We believe that the quality of the curriculum and its delivery is an important influence on the children's behaviour and we have high expectations of children's behaviour and work and both of these will receive positive reinforcement.

All staff have a responsibility in helping children to:

- Develop an understanding of their rights
- Develop a sense of responsibility
- Understand and comply with rules
- Develop self-discipline and self-control
- Accept and take responsibility for their own behaviour and make appropriate choices

Children will be supported through a range of strategies and techniques to empower them to meet the required expectations. We must be aware of and sensitive to:

- Social and cultural backgrounds
- Past or current emotional problems
- Possible gender and sexuality issues
- Learning needs and disabilities

Children identified as having difficulties with behaviour, may have a behaviour plan tailored to their own personal needs and the behaviour steps may be modified in certain cases.

Staff will provide a positive role model by avoiding undue confrontation and not rewarding inappropriate behaviour with unnecessary attention. The emphasis must be to promote positive behaviour and develop high self-esteem.

The school has a set of rules which will be applied fairly and consistently but with a degree of flexibility in certain circumstances.

We actively promote the Colindale Rainbow Values:-

- R Respecting each other, ourselves and the global environment
- A Aspiring to be the best that we can be
- I Including everyone in everything
- N Never giving up
- B Being a good friend
- O Optimistic about making the world a better place
- W Working together to achieve more than we can achieve by ourselves

Our Playground rules are:

1. We are kind, helpful and look after each other
2. We respect and look after the playground environment and equipment
3. We listen and show respect to everyone
4. We sort out our problems in a fair way
5. We let other children get on with their own games
6. We line up quickly, quietly and safely
7. We keep our play areas tidy and clear of litter

See appendix for Playground Health and Safety Rules

Children who adhere to established rules will receive a variety of rewards. These will consist of such things as:-

- Verbal and written praise
- Stickers , stamps and dojos
- Privileges
- Mention in 'Well Done Assembly' and certificate given out.
- Exhibiting work
- House points
- Green cards
- Star of the day
- Praise from a member of the Senior Leadership Team- verbal or a silver or gold sticker

If a child in KS1 and 2 demonstrates unacceptable behaviour, the adult will use the behaviour steps (see below). Where a red card is given the teacher highlights on the behaviour jump sheet the inappropriate behaviour, the consequence and where necessary any additional notes. The teacher will have a conversation with the pupil to unpick what happened and set in place support/systems so that it is not repeated. These are kept in the 'Red Card' folder, which is in every classroom.

There may be some circumstances where there is a serious incident of unacceptable behaviour. If that is the case then it may be appropriate to give an immediate red card.

We consider parental involvement important, and require and expect parental support in dealing with behaviour issues. Where appropriate, we draw up behaviour plans with parents and relevant professionals.

## **EYFS Behaviour Management**

In the EYFS, we aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### **Positive Behaviour Strategies**

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging, so they feel valued and welcomed.
- In reception, we have class rules. These rules are shared with the children and their parents.
- In reception, we choose a Star of the Day and Star of the Week.

### **Dealing with unacceptable behaviour**

Unacceptable behaviour is considered to include, aggressive behaviour towards, themselves, others and property and refusal to carry out reasonable instructions. We recognise that some young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- If a child refuses to carry out reasonable instructions we will use reasoning to resolve the situation, to develop their understanding of their actions and the potential consequences.
- If a child repeatedly refuses to carry out reasonable instructions, or uses aggressive behaviour towards themselves, others or equipment, it may be necessary to give the child a short time out period (up to 5 minutes) to allow them to calm down.
- We have a green (smile), yellow (neutral), red (sad) face behaviour management system. A green face indicates praise, a yellow face indicates a warning and a red face indicates time out to calm down.
- If a child displays an increased level of difficult behaviour on a regular basis, the matter will be brought to the attention of the SENCO who will be able to support staff and suggest an appropriate plan of action. This plan of action will always be drawn up in partnership with the child's parents and we will continue to work together to resolve the situation.

## COLINDALE PRIMARY SCHOOL BEHAVIOUR STEPS – THE FIVE JUMPS

<p><b>JUMP ONE - Behaviours</b>            Leaving your seat without asking an adult            Calling out or talking when the teacher is talking            Touching other people's things            Making silly noises or not sitting still</p>	<p><b>WHAT COULD HAPPEN</b></p> <ul style="list-style-type: none"> <li>• Verbal warning and reminder of expectations</li> <li>• If repeated yellow card</li> </ul>	<p><b>Unicef ARTICLES to think about</b></p> <p><b>Article 2 (Non-discrimination)</b>            ❖ The right to be treated fairly, regardless of gender, ability, race, ethnicity, religion</p> <p><b>Article 12 (Respect for the views of the child):</b>            ❖ Children have the right to say what they think should happen and have their opinions taken into account.</p> <p><b>Article 16 (Right to privacy):</b>            ❖ The law should protect children from attacks against their way of life, their good name, their families and their homes.</p> <p><b>Article 19 (Protection from all forms of violence):</b>            ❖ The right to be protected from being hurt and mistreated, physically or mentally.</p> <p><b>Article 28: (Right to education):</b>            ❖ All children have the right to a primary education. Discipline in schools should respect children's dignity.</p> <p><b>Article 29 (Goals of education):</b>            ❖ Education should develop each child's personality, talents and abilities. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.</p> <p>❖ <b>Article 37 (Detention and punishment):</b> No one is allowed to punish children in a cruel or harmful way</p>
<p><b>JUMP TWO - Behaviours</b>            Behaviour that stops other children working            Breaking school things on purpose            Being unkind to other children            Spitting            Not listening to adults            Lots of Jump One behaviours</p>	<p><b>WHAT COULD HAPPEN</b></p> <ul style="list-style-type: none"> <li>• Missing a playtime</li> <li>• Writing a letter to say sorry</li> <li>• Staying in class to finish work</li> <li>• Seeing the class teacher or phase leader (dependent on severity)</li> </ul>	
<p><b>JUMP THREE - Behaviours</b>            Throwing things            Hurting someone on purpose            Leaving classroom without asking            Hurtful name calling            Fighting            Saying rude words            Not telling the truth            Refusing to do your work            Not talking to an adult            Lots of Jump Two behaviours</p>	<p><b>WHAT COULD HAPPEN</b></p> <ul style="list-style-type: none"> <li>• Missing a whole lunchtime play or more than one playtime</li> <li>• Write a letter to say sorry</li> <li>• Time out of class between 5 minutes and a whole lesson (in parallel class)</li> <li>• See the phase leader or the Deputy Headteacher</li> <li>• Parents informed at the end of the day</li> <li>• On yellow report card</li> <li>• Details will be recorded on Integris</li> </ul>	
<p><b>JUMP FOUR - Behaviours</b>            Bullying            Taking things that do not belong to you            Kicking and punching (physical assault)            Racism- making unkind comments about people's skin colour, beliefs and differences            Repeatedly damaging school property            Disrespectful behaviour towards school adults e.g. using rude words, gestures, facial expressions, ignoring instructions            Lots of jump three behaviours</p>	<p><b>WHAT COULD HAPPEN</b></p> <ul style="list-style-type: none"> <li>• See Headteacher or Deputy Headteacher</li> <li>• Headteacher or Deputy Headteacher will have a meeting with your parents</li> <li>• Missing lunchtime play and playtime (quantity to be decided)</li> <li>• Internal exclusion</li> <li>• On red report card</li> <li>• Details will be recorded on Integris</li> </ul>	
<p><b>JUMP FIVE - Behaviours</b>            Hitting a school adult            Doing dangerous or violent things to others            Lots of Jump Four behaviours</p>	<p><b>WHAT COULD HAPPEN</b></p> <ul style="list-style-type: none"> <li>• See Headteacher or Deputy Headteacher</li> <li>• Headteacher or Deputy Headteacher to meet with parents</li> <li>• Possible fixed term exclusion</li> </ul>	