



Policy for Behaviour Columbia Primary School

We agree that these are the responsibilities we should take for behaviour at Columbia School:

The children's responsibilities are:

- to know the Golden Rules and to keep them
- to respect differences and value everyone's contribution
- to behave in an orderly and calm manner
- to do as asked by adults in the school
- to help in making the school a safe and pleasant environment
- to use 'The Three Steps' to sort out problems

The adults' responsibilities are:

- to treat all children fairly, equally and with respect
- to value each child's contribution to the school
- to create a safe and pleasant environment for learning
- to provide a curriculum which is accessible and creative
- to recognise that each child has individual needs
- to help each child to achieve his or her best
- to discuss behaviour regularly
- to address incidents of misbehaviour and support children to improve their behaviour

The parents' responsibilities are:

- to ensure that our children understand the importance of their education and of good behaviour
- to discuss their education: ask what they have learnt, listen to what they have to say, encourage and help with reading and any home tasks
- to praise them for their efforts and achievements
- to ensure that our children respect differences and do not abuse or discriminate against people different to themselves
- to encourage our children to sort out difficulties without hitting, fighting or swearing, at home and at school
- to speak regularly with our children's teachers and keep informed about our children's behaviour
- to make sure our children come to school every day and arrive on time – to ring the school if our child is ill
- to support the school staff in implementing this behaviour policy

All adults and children in the school, including visitors, are expected to follow this policy.

Our Approach to Behaviour

We developed our Behaviour Policy using 'Quality Circle Time' by Jenny Mosely. This is a whole school system designed to help adults and children feel positively about themselves, relate well to other people, behave well, and learn more effectively.

Golden Rules

The whole school has a set of Golden Rules, which are displayed around the school. Every class discusses these and makes specific rules for their own room/ class.

These are based on the Golden Rules, which are:

- Do be gentle; don't hurt anybody.
- Do be kind and helpful; don't hurt people's feelings.
- Do be honest; don't cover up the truth.
- Do work hard; don't waste time.
- Do look after property; don't waste or damage things.
- Do listen to people; don't interrupt.

Each class has a sun and cloud on display. Children who are keeping the Golden Rules have their name displayed on the sun. When a child is breaking a Golden Rule, their name is moved on to the cloud.

The Golden Rules apply everywhere in school, including the playground.

Incentives

When children behave well in school they are given lots of praise, as well as certificates. Every week each class has a Golden Time when, as a reward for good behaviour, children have a free choice activity.

Sanctions

If children behave badly, they are given a warning. If they continue to behave badly, their name is moved to the cloud. If they continue to break a Golden Rule, they lose some of their Golden Time. In some cases (see below), children's behaviour will mean they don't go through these steps and the sanctions below apply.

What we do if a child misbehaves

We ask them to stop the behaviour which is causing concern and tell them how we would like them to behave.

We encourage children to take responsibility for their own behaviour and to change what they are doing. We ask them to make good decisions.

If it concerns other children we encourage the children to sort out the problem themselves by discussing the incident and using the 'Three Steps'

The Three Steps

The children face each other, or sit in a circle, and talk directly to each other. They take turns to speak.

1. *They say what the other person did to upset them.*

2. *They tell that person how it made them feel and why.*
3. *They tell the person how they would like them to behave in the future.*

Step 3 should be a positive behaviour not just “I don’t want you to...”.

If they are not able to resolve the problem, we help them come to some agreement.

If necessary we apply a sanction. This could be.....

For incidents such as:

Playfighting, disobeying instructions, being unkind or rude, swearing, annoying other children, not working well enough.

The sanctions could be: missing playtime, being moved to another place in the class, making-up missed work, losing part of Golden Time.

For more serious incidents such as:

Fighting, bullying, racism, stealing, damaging work or property, behaving in a dangerous way or repeating a minor incident of misbehaviour.

The sanctions could be: Time Out in another class, missing more than one playtime, sitting in a special place in the classroom, seeing a member of the Leadership Team, having a report sheet, contact with parents or carers.

For very serious incidents such as:

Being very aggressive and hurting others, continually ignoring instructions, being very rude to adults, serious stealing, or repeating a serious incident of behaviour.

The Leadership Team will be involved and the sanctions will include a formal meeting with the parents or carers, being on a report or a behaviour contract. Such behaviour could also result in a period of exclusion from the school.

Children with serious or repeated behavioural difficulties may need to be included on the Special Needs Register in accordance with the Special Needs Code of Practice. Children whose social and emotional regulation creates a barrier to their learning may be referred to the ‘School House’ Pastoral Team.

Incidents of bullying

We regard bullying as extremely serious and take firm action against it. We encourage children and parents to always let teachers know of any incidents so we can take action against it. (See Anti-Bullying Policy)

Circle Time

Circle Time gives all children the opportunity to express their thoughts and feelings, talk about problems and conflicts, develop their thinking and listening skills, and practise good behaviour. This time has a very clear structure:

- a starting game such as ‘pass the smile’ or a round of ‘I like....’
- a round such as a clapping game to help listening and concentrating skills.
- open forum to discuss problems, express feelings, and ask for and offer help.
- a celebration of success when children can say what they’ve done well.
- a closing activity to end calmly and quietly.

Equalities

We promote the celebration of diversity and equal opportunities throughout school life and support children to stand up for these values. We take firm action against behaviour or use of language that discriminates against disabled people, is sexist, racist or homophobic. Again, we encourage children and parents to always let teachers know of any incidents so we can take action against it.

Signed on behalf of the Governing Body:	
Position:	Date:
Approved in October 18 by the by the Governing Body of Columbia Primary School. To be reviewed in October 2021 unless any statutory documentation is published which supersedes this policy.	