



## Coppice Behaviour Policy Corona Virus Update

### Corona Virus Update

The outbreak of the Corona Virus does not change the school's underlying philosophy around behaviour. However, we need to acknowledge that when the children do return there will be extra rules related to Covid 19.

#### Added rules

- Wash your hands when you arrive at school, after every playtime and before lunch.
- If you cough into a tissue follow the catch it, bin it, kill it rule.
- Only play with the children inside your allocated group (bubble).
- Aim to keep as far away as possible from the children in your group.
- Stay at least 2 Metres away from everyone else

Children will not always remember these rules and will need to be reminded of what they are and educated about their importance and why we are doing them.

If a teacher believes a child is deliberately not following the rules they should use the sanction steps set out in the policy.

### Introduction

At Coppice we believe that good behaviour is essential for effective learning to take place. Good behaviour is the responsibility of everyone in the school including the children. We aim to promote a caring and considerate school where children show mutual respect to each other and adults. The teacher has a key role in providing an appropriate classroom environment where all children are nurtured, listened to and where rules are applied fairly and consistently. This is in conjunction with phase leaders, the Assistant, Deputy and the Head teacher. Children are expected to behave well for all the adults in the school. Parents and carers are encouraged to share the responsibility for the behaviour of their child. They are able to contact the class teacher or Head teacher or Deputy to share concerns just as the school will contact them in the same circumstances.

Children are expected to follow the school rules. Rewards for good behaviour are vital and include verbal praise, certificates, merit marks, phone calls home, praise postcards, stickers, privilege cards and referral to other members of staff for additional praise.

When children do not follow the school rules there will be consequences. These include a verbal reminder, removal to another classroom, loss of privileges (e.g. Golden Time and representing the school at sports competitions), referral to a phase leader, Assistant Head, Deputy Head, Head teacher and contacting parents. The school follows the Good to be Green behaviour system. (Please see appendix on how this operates). In very serious circumstances a child can be excluded from the school either for a fixed term or permanent basis.

At Coppice there are 5 key school rules;

1. We care for each other and show consideration and respect for everyone at Coppice.
2. We listen to each other.
3. We take pride in everything we do.
4. We walk quietly and sensibly around school.
5. We look after our own and each other's property.

## Bullying

Our anti-bullying policy states; ***All children, young people and adults have a right to work in an environment where they feel safe and that is free from harassment and bullying.*** (Birmingham Anti-Bullying Statement September 2000).

At Coppice we are committed to tackling bullying and ensuring that every child in our school feels safe, respected and valued.

For further guidance please see the school's Anti bullying policy.

## Reward Systems

The exact system varies between Foundation, KS1 and KS2. However, the key principle is that good behaviour is recognised and rewarded and at Coppice, "It pays to be good."

### Congratulations stickers/spots/stars.

These should be awarded to individual/groups to celebrate their effort in learning.

Examples of reasons to reward individuals:

- Improvement in their level of understanding
- Reaching targets
- Working well as a team
- Working with a partner
- Increased/good effort
- Excellent homework
- Improved concentration on their work.
- Achievement within lessons
- Attitude to tasks/learning (different to general behaviour in class which would earn house points)

They should allow each child to celebrate their own achievements judged in reference to them as an individual not the group norm. Look for ways in which each child can be rewarded and feel the pride that comes with praise. Discussion with year group partners and TAs may help plan for these opportunities.

Key Stage 2 continue to collect 12 stickers to achieve a merit. Merits should only be given outright in exceptional situations which either motivate or recognise huge improvement/challenge.

Key Stage 1 collect 50 spots/stars/bricks to achieve their certificate. Once completed, to maintain interest they will be given a special card to earn new spots but less than the number required to gain a new certificate.

Year 3 - 6 will need to reach the following targets to gain certificates. A rough guide to the year group in which they should achieve this is given in brackets.

10 merits = Bronze (Y3)

20 merits = Silver (Y4)

30 merits = Gold (Y5)

40 merits = Platinum (Y6)

50 merits = Diamond (Y6)

Children who have achieved over 50 merits at the end of Year 6 will have their total recorded in an Order of Merit book.

## Class Rewards

Well behaved classes can receive extra awards at the discretion of the teacher e.g. a special story, a sing song, fun few minutes, extra playtime. If the children have earned the class reward over a longer period of time the reward could be bigger, e.g. a film, a pyjama party or in the summer a water fight. These extra rewards can be given for achieving class behaviour targets.

## Staff Responsibilities

As a member of staff at Coppice I understand that behaviour is the responsibility of the whole school. To promote good behaviour:

- My expectations of behaviour are clear and children know what those expectations are.

- I am consistent in my expectations of behaviour.
- I am a positive role model
- I use positive language.
- If a child does not behave appropriately it is the behaviour I disapprove of. Not the child.
- I meet all children in a positive way at the start of the day.
- I know and care for all the children in my class.
- I work hard to build positive relations with parents and carers.

### **Rights Respecting**

When a member of staff is discussing with a child why that child has behaved inappropriately it is important to use the language of rights and to get the children to reflect on how their behaviour affects the rights of others.

### **Individual Behaviour Plans (IBPs)**

Some children find behaving appropriately more challenging than others. When a class teacher has concerns about an individual's behaviour they should raise this with the Deputy Head teacher. Parents will be invited into school to discuss the child's behaviour and an Individual Behaviour Plan (IBP) will be set up for that child. This will be reviewed within four school weeks of the initial meeting then every half term with the class teacher, Deputy Head and parents.

### **External Agencies**

Where deemed necessary school, with parental consent, may involve external agencies to support the child and their behaviour.

### **Exclusions**

If a child's behaviour does not improve, and negative behaviour is still being demonstrated by the child, the consequence may be a fixed term exclusion. In these circumstances, parents/carers will be invited into school to discuss the child's behaviour and a back to school interview will take place at the end of the fixed term exclusion where both the school, parents/carers and the child will agree to a change in their behaviour. In rare circumstances a fixed-term exclusion may be issued for a one-off incident if deemed significantly serious.

### **Permanent exclusion**

It is always our aim to support any child who is struggling with their behaviour. However, if a child's behaviour is consistently having a detrimental effect on other pupils or staff, then a permanent exclusion will be given. This is a last resort and not a decision that the school will take lightly.

This policy is to be read in conjunction with the positive handling policy.

## Appendix - Good to be Green behaviour system.

### **The School Rules**

The behaviour working group came up with the following school rules:-

- We care for each other and show consideration and respect for everyone at Coppice.
- We listen to each other.
- We take pride in everything we do.
- We walk quietly and sensibly around school.
- We look after our own, the school's and each other's property.

The aim was to have a short list of school rules so that the children knew what they were and there were not too many to remember. The other reason was that the more rules that there are the more rules there are to break! The key rule is the first one. If children are being caring and considerate then they are not talking while other children are trying to learn, or hurting someone on the playground, or breaking school equipment etc.

### **Good to be Green**

Good to be Green is a behaviour system that a number of schools use. Each school runs the system slightly differently. The advantage is that it provides consistency across the school.

### **How does it work?**

Each classroom has a display up with the children's cards in it. Each card is the size of a credit card and each child has one. Regardless of what happened the day before each child starts the day on green because every day is a fresh start.



If a child is behaving in an inappropriate way then these four steps need to be followed;

- A verbal warning,
- If the disruptive behaviour continues the child will be given a further reminder.
- If this still does not work then the child will be given a yellow card. This will need to be recorded by the teacher. The reason does not have to be given. If the child turns their behaviour around then they can go back to green,
- Further disruptive behaviour will lead to a red card. A red card is serious and should not be given easily. Children should understand that it is a serious offence.

### **Red card procedures**

1. Children with a red card must be sent to the Deputy Head Teacher. In his absence they will be sent to an Assistant Head teacher or the Head. If these people are unavailable then a Phase Leader. The child will need to provide verbally or in writing a brief reason why they are there. The reason for the red card will need to be recorded by the teacher.
2. When they return to class the child will remain on red for the rest of the day unless their behaviour is exemplary. In all circumstances a red card means that the child has a letter sent home immediately. When a red card is issued the Deputy Head will telephone the child's parents or guardian to explain why the child has been issued with a card. If a child receives more than four red cards in a term parents will be invited in to discuss their behaviour and an IBP (Individual Behaviour Plan) will be created for the child. The plan will be reviewed within four school weeks with the parents and then once a half term.
3. If the child is not responding to the IBP then advice and support from outside agencies will be used.
- 4 In rare occasions parents/ carers will be asked to take their child off the premises during lunchtimes, for a set time-scale.

### **Golden Time**

Children who have remained on green all week receive 15 minutes of golden time. Children who have received a yellow card miss five minutes of their golden time. A child who has received red misses all of it.

Children who are doing the right thing can be given a privilege card. The child puts the card over their name and has a week to take the privilege. What these privileges are has been agreed by staff and may differ according to the age of the children.

### **Golden Privilege**

Children who receive a yellow certificate in the Tuesday assembly will be given a golden privilege card that will stay up for a week.

### **Lunchtimes**

The Good to be Green behaviour system operates throughout the school day. The class charts are taken out onto the playground. Lunchtime supervisors are allowed to issue yellow cards and privileges. If a child does something that a lunchtime supervisor believes deserves a red card they should discuss this first with the Deputy Head teacher. If he is unavailable then they should raise it with the Head teacher or an Assistant Head. In their absence a phase leader.

### **What constitutes a straight red card?**

It is important that each incident is treated individually and we examine the surrounding circumstances. However, these are the kind of things that would warrant a red card.

- Fighting
- Racist language
- Thieving
- Blackmail
- Bullying
- Biting
- Throwing furniture
- Swearing at an adult
- Intentional and serious damage to school property.
- Hitting a teacher
- Physical abuse.
- Homophobic abuse
- Emotional abuse

### **What constitutes a straight yellow card?**

As outlined above, this is a list of the kinds of behaviour that would warrant a yellow card but again this would depend upon circumstance.

- Insulting another child
- Repeated talking in assembly
- Scribbling on another child's work
- Repeatedly running along the corridor.
- Throwing pencils around the classroom.

### **What constitutes a warning?**

Below is a list of the kind of behaviours that would result in a warning. If the child continues to behave in the same way they will move to a yellow then eventually a red card.

- Running down the corridor
- Talking in assembly
- Talking after the bell has gone on the playground.
- Chewing gum in the classroom
- Going to the toilet without permission
- Shouting out in lessons.

### **What about the privileges?**

Below is a list of the kind of things that children could receive as privileges.

- A privilege bag – where children can take a small gift from
- Use a special pen for the day
- Wear non-school uniform
- Use the teachers chair
- Get to play a game with a friend for ten minutes.
- Time on the Wii
- I pad time
- Time in (as opposed to time out)
- Use the ball pool in Langley

- Choose the class story
- Have the class toy all day.
- Use a chair during carpet time.
- Pick children to answer questions (be the teacher!)
- Class photographer for the day.
- Sit on a chair in assembly or during class carpet time.
- Be the leader of the line for the day.
- Get a certificate
- Bring a toy from home for the day
- Badge not required for your activity (Reception only)
- Sit on a cushion
- Have first choice of Golden Time toy/activity
- Take the register
- Sit with a friend to do your work.
- Sit on the bench in assembly with other children that have earned a privilege

Agreed by the Governing Body. Dated

Signature .....(Chair of Governors)