



Behaviour 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 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 adopted	November 2024
Policy due for review	November 2025

Vision and Values

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 effective delivery is an important influence on the children's behaviour and we have high expectations. Children will be set tasks appropriate to their ability levels and prior attainment and will be treated with respect and supported if they encounter difficulties.

Rainbow Values + UNICEF Children's Rights

As well as adhering to the UNICEF Rights of the Child (see front page), our **Colindale Rainbow Values** underpin our approach to promoting good behaviour:-

- 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

In order to support the children in remembering our Rainbow Values, we will use the following shortened version:

- R RESPECTFUL
- A ASPIRATIONAL
- I INCLUSIVE
- N NEVER GIVE UP
- B BE FRIENDLY
- O OPTIMISTIC
- W WORK TOGETHER

Staff Approach

All 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.

All staff have a responsibility in helping children to:

- Develop an understanding of their rights
- Develop a sense of responsibility for their behaviour and be able to make appropriate choices
- Understand and comply with the school rules, the school behaviour steps and rewards systems
- Develop self-regulation and self-control

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
- Possible gender and sexuality issues
- Learning needs and disabilities
- Physical and mental health
- Well-being

Zones of Regulation

We use a cognitive behaviour approach to help young people recognise the emotional state (zone) that they are currently experiencing and develop strategies to help them to self-regulate. Ideally, children should be in the green zone in order to be ready to learn.



School Rules

The school has a set of rules which will be applied fairly and consistently but with a degree of flexibility in certain circumstances. Each class creates their own class rules which incorporate and expand on these rules:

1. Keep yourself and others safe
2. Respect everyone in the school
3. Listen to adults and follow their instructions

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

When we walk around the school:

1. We walk on the left
2. We are quiet
3. We walk in single file, keeping close to the person in front

In assembly:

1. We enter the hall in silence
2. We sit in silence
3. We keep our hands and feet to ourselves
4. We leave quietly

Children may receive a reward for a special effort, or for exemplary behaviour. These will consist of such things as:-

- Specific verbal praise
- Stickers and dojos
- Green cards/smiley face
- Star of the day and Star of the Week in KS1
- Praise from a member of the Senior Leadership Team- verbal or a sticker
- Special mention on the Wall of Recognition

If a child in KS1 and 2 demonstrates unacceptable behaviour, the adult will follow the procedure below.

1. Give a non-verbal or verbal warning for minor behaviour that can be rectified by the child immediately.
2. Reminders of the positive behaviour required, if needed. with an explanation of how their behaviour has limited other children's rights.
3. Red card / face (given non-verbally) for repeated poor behaviour or a serious incident.
4. This must be followed by the member of staff who gave the red card speaking to the child and showing them where they are on the behaviour jump sheet (see appendix 1).

5. The staff member will apply a suitable consequence from the behaviour jump sheet. This should be proportionate.
6. Planning strategies to support the child where the behaviour forms part of a difficult pattern with the phase leader. Use of a green report card for a limited period with short term targets and daily rewards for success could be used to help modify behaviour.
7. Parents should be informed at this stage and their support elicited OR earlier if the incident is serious and / or involves harm to another child.
8. Behaviour plans involving a team around the child may be appropriate at this stage if difficult behaviour continues regularly.
9. Very serious incidents or ongoing repeated disruptive behaviour should be referred to one of the deputy heads or in their absence the headteacher. These will be recorded on Arbor and, if appropriate, a red report card introduced for a limited period.

Children should never be shamed or given undue attention likely to prolong their poor behaviours. Children should not have their photo or name publicly linked to poor behaviour on class boards or charts.

Restorative Meetings

Following an incident, where appropriate, a restorative meeting should be held. This could be between two children or a group of children or between a child or children and an adult. The purpose is to consider the views of all those involved in conflict and attempt to solve the issue in a calm, positive way, putting right the harm that has been done.

Key questions to ask in the meeting are as follows. These can be followed by supplementary questions as required.

1. **What happened?**
2. **How were you feeling?**
3. **What were you thinking?**
4. **Who has been affected by what you have done? How do you think they are feeling?**
5. **What do you think you need to do to make things right?**
6. **What have you learnt? What will you do differently next time?**

Children with ongoing behavioural difficulties

Children identified as having difficulties with behaviour may have a behaviour plan tailored to their own personal needs. This will include clear, achievable short-term targets and rewards that are meaningful for the individual child.

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>JUMP 1 – Behaviours (Yellow Card)</p> <ul style="list-style-type: none"> • Leave your seat without permission • Calling out or talking while the staff member is talking • Touching other people's things / lunches / clothing • Making silly noises or not sitting still • Not being safe with equipment • Not lining up sensibly • Throwing objects in class or food on floor in hall • Shouting in class or lunch hall • Not following a staff member's instructions 	<p>WHAT COULD HAPPEN</p> <ul style="list-style-type: none"> • Yellow card / face shown or verbal warning • Reminder of expectations • Reminder that this behaviour is limiting rights of others • Waiting for appropriate response • Ask child (if appropriate) to choose own consequence • Complete a 'rights form' • If repeated within the same lesson, move to Jump 2
<p>JUMP 2 – Behaviours (Red Card if Yellow ignored)</p> <ul style="list-style-type: none"> • Behaviour that stops other children working, eating or playing • Being unkind to other children • Refusing to work • Choosing not to respond to an adult • Not telling the truth • Throwing items across the class to get attention • Repetition of jump 1 behaviours 	<p>WHAT COULD HAPPEN</p> <ul style="list-style-type: none"> • Moving to a different place/ time out area in class/ hall/ playground • Short time out (5 – 15 minutes) in parallel class • Playtime limited • Staying in class to finish work • Writing a letter to say sorry / what right they took away • Seeing Phase Leader if this is a pattern
<p>JUMP 3 – Behaviours (Immediate Red Card)</p> <ul style="list-style-type: none"> • Throwing things in anger or to hurt someone • Breaking school property on purpose • Hurtful name-calling • Rough play/ play fighting • Hurting someone on purpose • Using rude words or gestures or writing them anywhere in school • Spitting • Lots of Jump 2 behaviours 	<p>WHAT COULD HAPPEN</p> <ul style="list-style-type: none"> • Missing more than one playtime • Time out for a whole lesson or several lessons • Working in a parallel class or phase leader's office for a lesson or several lessons • Writing a letter to say sorry • Parents informed at the end of the day • Seeing phase leader or Deputy Head if this is a pattern (possible report card)
<p>JUMP 4 – Behaviours (Immediate Red Card)</p> <ul style="list-style-type: none"> • Bullying (repeated & deliberate hurtful behaviour towards another – verbal or physical) • Stealing • Deliberate physical assault of another child – kicking, punching, slapping, biting etc • Racist comments • Repeated or serious damage to school property • Disrespectful behaviour to staff members – verbal, facial, gestures, answering back, speaking over • Lots of Jump 3 behaviours 	<p>WHAT COULD HAPPEN</p> <ul style="list-style-type: none"> • See Phase Leader or Deputy Head • Details to be recorded on Arbor by SLT member & according to racist / bullying policies • Meeting arranged with parents • Put on report card • Miss morning and lunch breaks for a week • Miss a class trip if appropriate • Internal exclusion
<p>JUMP 5 - Behaviours</p> <ul style="list-style-type: none"> • Deliberate assault of an adult • Acting dangerously • Complete lack of regulation / out of control behaviours • Lots of Jump 4 behaviours 	<p>WHAT COULD HAPPEN</p> <ul style="list-style-type: none"> • See Head or Deputy Head • Immediate meeting with parents • Possible exclusion