



Copnor Primary School

Behaviour Policy Summary

This policy should be read in conjunction with the Safeguarding Policy.

Purpose

‘Good behaviour is central to a good education.’

Creating and maintaining high standards of behaviour

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. The headteacher will take overall responsibility for implementing measures to secure acceptable standards of behaviour.

Copnor Primary School has high expectations of the children’s conduct and behaviour, which is commonly understood by staff and pupils and is applied consistently and fairly to create the calm and safe environment to support the children to progress and thrive.

Schools must follow [anti-discrimination law](#). This means staff must act to prevent discrimination, harassment and victimisation within the school.

Aims

The aim of this policy is to help all children behave appropriately at all times in order to fulfil their potential and that they:

- take pride in themselves, their appearance and the school environment;
- value and respect the feelings of others and treat people with kindness and consideration;
- think independently but ask for help when needed;
- be aware of, and accept responsibility for, the consequences of their actions;
- co-operate with others and support them in times of need;
- tell the truth;
- exhibit good manners and courtesy;
- exercise high levels of tolerance and patience, and acquire an understanding of how to exercise self-control;
- respect the property of others and treat their own belongings with care;
- learn to listen and speak politely in a mature manner;
- have fun and enjoy themselves.

Parents/Carers

Parents/carers are invited to review the policy annually.

Parents/carers have an important role in supporting the school’s Behaviour and Anti-Bullying Policy and we encourage them to reinforce the policy at home as appropriate.

The school reinforces the whole-school approach to behaviour by building and maintaining positive relationships with parents/carers.

Where appropriate, parents/carers are included in pastoral work following misbehaviour, for example, by being invited to review specific behaviour interventions in place.

Responsibilities

All staff are expected and encouraged to model exemplary conduct towards each other, towards the children and towards other stakeholders.

Consistent and clear language should be used by all staff to acknowledge positive behaviour and when addressing misbehaviour.

Behaviour Training and Support

All staff receive training on behaviour as part of the induction process.

Staff will be provided with adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child’s behaviour.

School Rules

As part of the class charters, the following areas are discussed and rules put in place, so that every child is encouraged to:

- Follow instructions.
- Listen carefully to others and respond appropriately.
- Make sure their actions do not hurt others
- Speak politely.
- Treat all property with care.
- Walk at all times in and around school.

These charters are written each year with the new class. They are then used throughout the year to discuss what is and what is not appropriate behaviour within the class and the wider school. Where a child enters the school after the charters have been completed, they will be supported with induction into the behaviour system in place, including the contents of the class charter.

Rewards

Children who behave appropriately and in a caring way will be praised and rewarded. The positive approach of encouragement and praise, rather than negative criticism, forms the basis of the policy.

Individual children - who have a specific Individual Behaviour Plan (IBP) - may have a separate, personalised reward system as required.

Whole school rewards:

- non-verbal praise - a nod, smile etc.;
- verbal praise, reinforcement or congratulation;
- a written comment on children's work which picks out specific points or ideas for positive comment;
- presentation of a Golden Child Certificate with the reason why this has been awarded written on it, have their photograph displayed and their names put in the newsletter;
- occasional use of children's self-evaluations to assess behaviour/approach to work etc.
- a visit to a more senior member of staff and/or the headteacher for commendation;
- a public word of praise in front of a group, a class, a year group or the whole school;
- public acknowledgement by presentation during an assembly or by giving some special responsibility;
- each day a child is selected in each class as the 'Star Pupil' for that day and is recognised as such by being given a praise pad note to take home; 'Star Pupils' are also praised by their peers.
- use of annual end of year reports of achievement to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes;
- special stickers/letters/notes/certificates/postcards awarded in each class to positively reinforce outstanding behaviour; (N.B: no record is kept of stickers that are awarded); when appropriate, parents contacted by telephone to confirm good behaviour;
- the house system in place allows House Points to be awarded for a range of behavioural efforts such as: a positive attitude to work; concentration; showing initiative; responsibility; courtesy; good manners etc.

All adults employed by the school are encouraged to award House Points for good behaviour.

Negative Consequences

It is important to take into account the seriousness of the behaviour being dealt with and it is sometimes appropriate to skip earlier sanctions for a more serious one. It is also important that a sanction is **fair and proportionate** to the behaviour demonstrated.

When dealing with behaviour, the member of staff is expected to **act confidently and calmly**, avoiding confrontational or aggressive body language.

Individual circumstances and any contributing factors should be taken into account when a behaviour incident has occurred. Alternative arrangements for sanctions may need to be considered for some children; however, the school will have regard for the impact on consistency and perceived fairness when considering alternative arrangements.

When the behaviour a child demonstrates is very challenging, violent towards children or adults, or putting themselves or others at risk, then an available Senior Leader should be sent for who will immediately go to the class/area of the school to offer assistance.

When a child “chooses” to break the rules or “forgets” to behave appropriately, a set of carefully constructed sanctions prevent disruption to the learning of others. If any of these sanctions below are put into place and names are moved, these will be reset at 1pm to green. Any name that is moved onto red will be automatically reset to green once it has been dealt with

Hierarchy of Sanctions

An example of the approach to address inappropriate behaviour may be as follows:

- Tactical ignoring of low level or attention seeking behaviour;
- A non-verbal reminder to show that you have noticed the inappropriate behaviour;
- A simple direction directly to the child of how they should be behaving;
- A reminder of the class/school rule or routine as agreed or discussed and displayed;
- Asking the child a straight forward question to refocus their attention on the work they are supposed to be doing or the rule they are not adhering to;
- Give the child a limited choice (two options which are aimed at ending the incorrect behaviour);
- Give a clear verbal warning of the consequence of continuing to behave inappropriately.

If the behaviour continues move their name down the 7-point scale accordingly. The consequences to use are as follows:

Moves onto Yellow (Make better choices):

- Class teacher makes it clear to the child that this is their final chance to make amends before further sanctions are taken.

Moves onto Orange (Think carefully):

- Class teacher to take immediate, appropriate action e.g. child works alone for a set period of time, child moves to another table, possible up to 5 minutes missed from playtime or time away from peers in class etc.

Moves onto Red (Consequence):

- Time out. The child is sent to the teaching and learning leader (TLL) for 20 minutes with work to be completed. The class teacher and/or the TLL will then talk to the child and remind them of the appropriate behaviour.

If whilst with the TLL, the child continues to show inappropriate behaviour or has moved to the red 3 times within a half term, then they will be sent to an assistant headteacher or the headteacher to discuss their behaviour.

If a child reaches Red, this is recorded centrally on CPOMS (the school’s safeguarding software) by the class teacher with the date and reason. If behavioural challenges continue, there will be communication with the parents/carers on a regular basis and possible referrals made to the Multi Agency Behaviour Support Team (MABS) for assessment.

Where a child is removed from a classroom i.e. they are on Red, the child’s education will continue in a supervised setting. Where possible, it will be linked to the education offered to the rest of the children in their class. Where it differs, it should still be meaningful for the child.

Parents/carers will be informed on the same day where a child has been removed from their classroom.

At breaktimes and lunchtimes, children who misbehave will be dealt with by the duty teacher or supervisory assistant and class teachers will then be notified as to the outcome of any incident.

For children who regularly get their names moved down, the class teacher will liaise with the assistant headteacher or headteacher. Parents/carers may be contacted and asked to come into school to discuss their child’s behaviour.

At any point, when a child makes the right choices, names will be moved up the behaviour chart and this is actively looked for.

Data and Trend Monitoring

The school collects, monitors and analyses the data on exclusions as well as where a child receives 20 minutes in order to interrogate patterns and the effectiveness of the systems in place.

Detentions

The law allows the school to issue a same-day detention when the child's peers have been allowed to go home or to break. However, due to the age of the children, a detention after school, if used, would not be on the same day as the misbehaviour. Detentions during break time can be issued on the same day, for example, where a child has misbehaved at lunch time and is kept in for the rest of the break. While the school does not need to gain parental/carers consent, it would always do so in the case of an after-school detention. The school will also ensure that the parent/carers is informed on the day of the lunch or break detention that this has occurred with the reason for this detention.

Where the detention is during lunch, staff will ensure that the child has reasonable time to eat, drink and use the toilet.

Internal Exclusion

Where an internal exclusion is deemed to be the most appropriate form of sanction, then the parents/carers will be informed that this is the case. Usually, an internal exclusion will last for no more than 2 days and may be as short as half a day. It will always be recorded on CPOMs, providing the reason for the internal exclusion. The child will receive work so that the child's education can continue in a supervised setting. Where possible, it will be linked to the education offered to the rest of the children in their class. Where it differs, it should still be meaningful for the child. The child who is being internally excluded will be supervised by an appropriate member of staff.

Exclusion

Before a child is excluded, in most cases a range of alternative strategies will have been tried and appropriate sanctions established in an effort to discourage re-occurrence of the behaviour problems.

Only the headteacher, or nominated teacher in the headteacher's absence, may exclude for a fixed period or on a permanent basis.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests.

The use of physical intervention to control or restrain children

Teaching members of staff, and other persons who are authorised by the headteacher to have control or charge of children, may use such force as is reasonable in all circumstances to ensure a child's safety or prevent a child from doing, or continuing to do, any of the following:

- endangering the safety of themselves or others
- injuring themselves or others;
- committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility);
- causing damage to property.

The Confiscation of Items and the Screening and Searching of Pupils

A member of staff has the legal power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. It should be kept in a safe place and returned to either the child or a parent/carers once the period of confiscation is over.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. A list of what can be searched for is available at:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation> .

Special Educational Needs or Disabilities

We recognise that not all children are capable of responding appropriately and may, due to their special educational needs, require a specific response. Please see the SEND Policy for further guidance of good practice. The school acknowledges the need to make reasonable adjustments for children with special educational needs or disabilities (SEND). As an example, a child with speech, language and communication needs may not understand a verbal instruction. The school is committed to managing behaviour whether or not the child has underlying needs. A graduated approach is used to assess, plan, deliver and then review the impact of the support being provided, with the necessary adjustments made to support the child.

Child Protection

On occasions, a child may exhibit behaviour patterns which are not in keeping with the child's typical behaviour, or deterioration in behaviour may occur. There may be reasons for this and one may be that the child is being physically, emotionally or sexually abused or being neglected. If there is a suspicion of this, the procedures as laid out in the school's Safeguarding Policy will be followed.

Misbehaviour Outside of School Hours

Schools have the power to sanction its children for misbehaviour outside of school to such an extent as is reasonable. Non-criminal poor behaviour which occurs off the school premises but is witnessed by a staff member or reported to the school will be reviewed at an appropriate level within the school, dependent upon the severity of the alleged poor behaviour.

Suspected criminal behaviour

Where a member of staff suspects criminal behaviour, wither inside or outside of school, then an initial assessment will be made to establish the facts of the case. Once a decision has been made to report the incident to the police, Copnor Primary School will aim to ensure that any action they subsequently take does not impede any police investigation. The school is still permitted to enforce their own sanction provided that the sanction does not conflict with the police action.

This summary will be updated in line with the main Behaviour and Anti-Bullying Policy.