

COPPICE PRIMARY ACADEMY

BEHAVIOUR and ANTI-BULLYING POLICY



Written: 2014
Updated: 2016

This policy has been drawn up to reflect practice at Coppice. Consultation has taken place with governors, parents, staff, and children.

Coppice Primary Academy

Behaviour

Introduction

Our aim at Coppice Primary Academy is for every member of our school community to feel valued and respected and to be treated fairly and well. We try to be a caring community whose values are built upon mutual trust and respect. We feel children must acknowledge that being a member of a community brings certain responsibilities, as well as rights. Equally we acknowledge that only by fostering personal responsibility for their own behaviour, will children grow into caring and considerate young people able to take their place in the wider world.

School sets high expectations and rewards children for good behaviour. This policy exists to promote good behaviour by setting out clearly the roles and responsibilities of children and staff at Coppice Primary Academy. Through this policy we hope that all members of our school community will have a shared and common understanding of these rights and responsibilities. Our policy is aimed at promoting good behaviour rather than merely deterring undesirable behaviour.

What is good behaviour?

Good behaviour is that which ensures a safe and happy environment where all involved have respect for each other and the learning environment and resources.

We define good behaviour in terms of:

Good discipline and conduct – this is about the way we look after each other, show respect, good manners, how we move around and look after things.

Good behaviour for learning – this is about taking an active part in learning e.g. working with a partner, asking questions, responding to comments from the teacher.

In both cases, staff understand the need to actively promote and model this behaviour. This ensures that teachers can teach and children can learn. To support this we have clear systems of rules, rewards and sanctions that we apply consistently and fairly. We remind children that they are making choices to behave in a particular way and encourage them to make good choices.

Behaviour Essentials

These are a clear set of expectations, displayed in classrooms and other areas around the academy. Children are taught and reminded about them in assemblies and PSHE sessions. It is expected that all staff in the Academy will model and promote these behaviours. They are:

Do your best in all you do
Use friendly language
Respect everyone and everything
Listen and allow others to listen
Follow instructions quickly
Manage your emotions positively

Recognition and Rewards

We recognise good and appropriate behaviour in the following ways. In particular, we reward children for making good choices, showing great effort, determination or resilience:

- With a smile
- With verbal praise
- With stickers and stampers
- With 'House Points'
- With certificates in assembly
- With notes / post cards home
- With a special visit to the Principal / Vice Principal
- With special time and activities for children who always demonstrate the behaviour essentials

Promoting Good Behaviour for Learning

Research has shown that the most common, troublesome behaviours for teachers are 'Talking out of Turn', and 'Hindering Other Children.' (Merrett & Wheldall 1990) These can be dealt with positively using many assertive strategies (see Appendix).

To support staff in this, and to acknowledge positive behaviour, we have a 'Behaviour for Learning Ladder'. The ladder is displayed in classrooms and work areas. The procedures are discussed with staff annually and included in staff induction. Copies of this and procedures are contained in the Appendix.

Serious Misbehaviour

The following are considered to be serious enough that we will record the behaviour incident in the class behaviour log, and in most cases will be dealt with by a member of the Senior Leadership Team or Pastoral Manager. We will inform parents at the earliest opportunity.

- Swearing: at staff or pupils, inside the school or on the playground.
- Physical assault: e.g. hitting, kicking, punching, tripping
- Dangerous behaviour: behaviour, which could put children's or staff's safety at risk.
- Theft.
- Wilful damage to property.
- Non co-operation: a child not willing to co-operate with staff and follow the behaviour essentials

- Bullying / Harassment, including cyber bullying
- Prejudice-based bullying i.e. SEN, sexual orientation, sex, race, religion & belief or disability
- Extremist behaviour

In these circumstances, the Principal or Vice Principal will be involved. The incident is recorded along with the action taken and parents are informed. Continued serious misbehaviour at this level may result in an internal or external exclusion from school. If the behaviour is at lunch times, lunchtime exclusion may occur.

Exclusion provision is in line with the agreed exclusion policy from Focus Trust and DfE.

Positive Handling Plans

In cases where a child is deemed to be 'in crisis' and may hurt others or are known to have hurt others in the past, there will be a 'Positive Handling Plan' in place. These set out clear, individually tailored responses for vulnerable individuals. These are specific and done in liaison with external agencies. They are designed to negate the need for physical intervention, but set out what should happen if this, as a last resort, is needed.

Where physical intervention is used as a last resort, a record is kept in line with the policy and procedures of 'Team Teach'. This record is known as the 'Record of Physical Intervention' and is kept by the Vice Principal.

Dealing with Unacceptable Behaviour

Though every effort is made to encourage pupils at Coppice Primary Academy to develop good behaviour through promotion of the behaviour essentials, and the use of the behaviour for learning ladder, we know that staff need a variety of strategies for different situations.

Appropriate consequences / actions (in approximate hierarchy)

- Ignoring negatives but focus on a positive
- Non-verbal reminders – a 'look' or 'stare'
- Indirect prompts
- Quiet, assertive reminder of the expectations (language of choice - See Appendix)
- Time out in the classroom
- Repetition of task
- Withdrawal of a privilege e.g. break or lunchtime privilege
- Removal from the group
- Withdrawal from a lesson or group. (Agreed with other staff, NOT standing in a corridor)
- Completion of assigned or extra work.
- Carrying out a useful task during lost time
- 1:1 work with the Pastoral Manager– may need to introduce an individual 'Behaviour for Learning Plan'

Pastoral Manager Support Role

Coppice has a Pastoral Manager who plays a key role in supporting the implementation of this policy. One of the Vice Principals also takes a lead on behaviour and safety issues. In summary, the Pastoral Manager:

- Works with children (Nursery to Y6) to help them to overcome any barriers to learning they might have. This is done through group work, 1:1 discussions, target / goal setting and working with their parents.
- Oversees and co-ordinates lunchtimes– encouraging and modelling active play and social skills for successful lunchtimes.
- Promotes good behaviour / anti-bullying / racial harmony.
- Monitors and oversees attendance – working towards whole school attendance targets, making calls to parents to follow-up absence and rewarding children with good attendance.
- Supports children with Social, Emotional and Behavioural Difficulties.
- Working with outside agencies as needed and liaising with parents.
- Build children's confidence and self-esteem.
- Supports transition within the academy and to Secondary School.
- Leads on safeguarding issues.

Whole School Commitment

We recognise that promoting positive behaviour is a whole school issue, and requires a whole school approach. As a staff, we will ensure that the following 3 principles are at the forefront of our minds during the school day:

1. **Collective Responsibility:** for promoting positive behaviour and dealing with inappropriate behaviour.
2. **Maximise learning time:** so that learning takes place for the maximum amount of time each day.
3. **Minimise slippage:** so that staff are ready, and organised to receive children promptly and move around the building efficiently.

ANTI-BULLYING

Introduction

We aim to provide a safe environment for all our children, so that teaching and learning can take place in relaxed and secure surroundings. If an incident of bullying does occur, pupils should feel able to confide in an adult or pupil and know they will be supported by the whole school community.

What is Bullying?

Bullying is behaviour that makes other people feel uncomfortable or threatened. It occurs persistently over a period of time.

We use the acronym '**S.T.O.P.**' which stands for **Several Times On Purpose**.

One off incidents, are not bullying but could be the beginning of bullying, so we will deal with them in the same way. Such incidents e.g. unkind comments, homophobic slurs will be investigated, logged and tackled directly with the perpetrator(s).

It can take the form of;

Physical, verbal and emotional bullying or harassment. This includes, but is not limited to:

Cyber bullying and prejudice-based bullying related to appearance, special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Effects of Bullying

Bullying makes victims feel isolated and afraid, and damages self esteem. It can result in physical injury, or damage to property. A child who is bullied may be unwilling to attend school, or unable to concentrate on lessons.

How much bullying is there in our academy?

We will carry out a survey of pupils' perceptions of bullying at intervals, and analyse the findings to evaluate the effect our policy has on the school. We will invite parents to complete a questionnaire about their perceptions of bullying, and of our response to incidents. We keep behaviour logs to record and track incidents. These are reported to the Principal.

Preventative steps

A variety of activities develop pupils' ability to form positive relationships with their peers, discourage bullying behaviour and offer pupils strategies for dealing with bullying.

- SEAL Assemblies: Themes such as friendship and the 'Behaviour Essentials'
- Class meetings, discussing and exploring bullying and prejudice, particularly in relation to issues pertinent to our Academy or different year groups.
- Curriculum including PSHE - Children can be taught to be assertive, and to resolve conflict creatively and constructively

- Praise and reward for cooperative behaviour e.g. stickers, certificates and trophies
- Effective supervision at playtimes.
- Training for midday supervisors, particularly in relation to conflict resolution and reporting of incidents
- The provision of play equipment to reduce boredom and encourage positive play.
- Development of the school grounds to provide a safe and stimulating environment for all pupils.
- Developing a curriculum that ensures equality: *e.g. in reference to role models, from different religions, ethnicities, genders, transgender, sexual orientations.*

Procedures when bullying takes place

Immediately

Pupils should feel able to tell staff when they are bullied. All pupils will be listened to, including those who have bullied others. Responses should be prompt and consistent.

Records

Behaviour logs are kept by teachers. This should be completed immediately after an investigation has taken place.

Sanctions

These must be in line with our agreed behaviour policy and will vary according to the seriousness of the incident:

- A verbal reprimand or loss of playtime may be sufficient to deter a pupil from teasing or name-calling.
- Counselling or problem solving approaches may be useful at this stage.
- More serious incidents resulting in injury or damage to property will need the involvement of parents at an early stage.
- Exclusion is used sparingly and always as a last resort.

Monitoring

All incidents of suspected bullying will be reported to the Principal. All incidents of inappropriate behaviour, including bullying, and are monitored by the Pastoral Manager and Vice Principal. Termly updates are provided to the Focus Trust

Evaluation

Feedback from parents, staff and pupils will be collected at intervals to find out if our policy is effective.

This policy will be reviewed by the Governors in line with our school improvement planning cycle.

April 2014

To be reviewed by July 2016

**Reviewed by SLT July 2016*

Appendix of Resources

1. Behaviour Log Book - extract
2. Behaviour Essentials poster
3. Behaviour for Learning Ladder
4. Scripts for dealing with troublesome behaviour
5. Language of Choice

1. Behaviour Log / Record

Date	Incident - Who? Where? When?	Who dealt with it?	Action Taken	Follow - up What has worked? Improvements seen?

We all have the right to learn and with that right comes the responsibility to ensure that others can learn.

Behaviour Essentials

Do your best in all you do

Use friendly language

Respect everyone and everything

Listen and allow others to listen

Follow instructions quickly

Manage your emotions positively

3. Behaviour for Learning Ladder

The behaviour essentials are there to remind everyone that we come to school to learn.

Remember: ALL children have the right to learn and ALL teachers have the right to teach.

How it works – some principles

- All children start each day on the green section with their name / photo card (Ready to Learn)
- Children who do not follow the essentials should be given a clear statement and chance to make a good choice (language of choice). Their name / photo is moved to the yellow section (Think about it)
- If they continue to make a poor choice, their name is moved to the orange section (Teacher's Choice). Teachers / TAs will use their professional judgement to provide a consequence that fits the action. This can involve losing playtime, privileges, completing a 'think sheet', working in another part of the room, swapping classes for a period of time. **We do not stand children out in corridors or give lines.**
- Staff can move the child's name to 'Good choice' where something has gone wrong, but the child later made a good choice to put things right.
- Refer to parent or Principal if these steps do not work. Also, refer directly to the Pastoral Manager or Principal for cases of serious misbehaviour (as stated in the policy)
- To acknowledge positive conduct and learning behaviour, move a child's name to the silver section (Great Job) and award praise, sticker, team point.
- If a child's conduct or learning behaviour is outstanding, a postcard should be sent home to parents, explaining what they have done.

4. Behaviour Scripts

(taken from DIETS booklet – Primary Special Needs Service 1995)

These go in order of seriousness!

Remember the rule that says.....

Back to work now thanks.

What's happening, you don't seem to be working?
(followed by, "OK, back to work now thanks.")

What are you doing? What should you be doing? (Double what)

You have a choice. Either.....or..... Make a good choice.

Maybe.....but....

e.g. "Maybe he did hit you but what **should** you have done about that?"

Using sentences starting with "I"

e.g. "I can't help you when you....."

You've chosen to continue.....take your work over there.

If we can't sort this out I would like to talk to you about it after the lesson.

5. The Language of Choice - 3 steps to success

Step 1 – Statement of Reality (Tell them what you see)

“Ricky, you’re climbing on the fence.”

“Sam, you are making strange noises.”

Never ask a child **why** they are doing it. This is confrontational and you don't actually need to know the reason – you just need it to **stop!**

Many children will stop after hearing this. **Praise them** if they change their behaviour. If they don't, move to step 2.

Step 2 – Describe the behaviour that you want to see, ending with a thank-you

“Ricky, you need to collect the ball by using the gate - thank-you.”

“Sam, you need to focus on your writing without making noises - thanks”

Always use thank-you, NOT please. A thank-you conveys more of an expectation that they will do it.

Be positive, calm and have a smile in your voice and you are more likely to get a result. If not, step 3.

Step 3 – Statement of Choice

You now need to use the language of choice, and pass the responsibility for the consequences that you will carry out. (Remember, you must deliver on the consequences)

“Ricky, if you continue to climb over the fence you will lose 10 minutes off your lunchtime. It’s your choice.”

“Sam, when you make those noises, we can’t concentrate so you will have to stop and complete your writing at lunchtime. It’s your choice.”

Remain calm and assertive, rather than aggressive.

If the child chooses to do the right thing you **must** praise them for making the right choice. This way, they learn that it's good to do the right thing.

“Well done Ricky, you made the right choice.”

“Great Sam, good choice.”

Ignore any secondary behaviour that might follow as they do the right thing (stomping, grumbling, slowness). Hang on to the fact that they have made a good choice.

Should the child choose not to do as asked, then it's simple: **you follow through with the consequences you stated**. Refer to the school rules / behaviour essentials so they understand that you are applying the fair rules – it is not personal.

