



Copperfield
Academy

Behaviour Policy
2018



Copperfield Academy: Behaviour

Copperfield Core Values

Friendship, Respect, Fairness, Excellence, Equality and Determination

Narration of the positive:

At Copperfield we use a whole school focus on narrating the positive. The use of positive language allows for positive reinforcement and rapid de-escalation of any volatile behaviours.

How are they used and what they look like:

Narration of the positive must be modelled consistently by **ALL** adults when talking to each other and the children.

Use body language (Non-verbal communication)	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
Diversion	'You alright there Jack? Come down off the roof thank you.'
Refocus	'Adam, what should you be doing?'
Use of role models	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
Depersonalisation	'I like you, but four times now you have been fiddling with your pencil case.'
Rule reminder	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'
Assertive instruction	'Amy – pen down – thank-you. (Establish eye contact, mean business)
Partial Agreement	'I hate you Mr. Bangbala!' 'Maybe you do, but.....', (Agree and diffuse)
Choice and consequence	'If you choose to do X, then Y will happen.'
Smile therapy	Simply smile at the child misbehaving.
Humour	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'

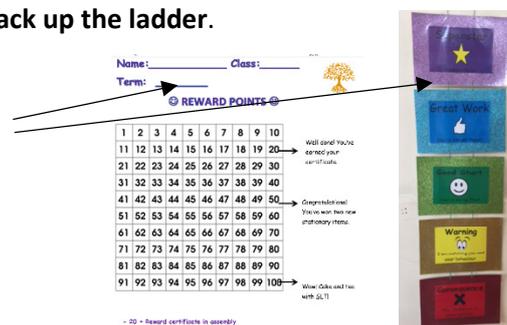
In class behaviour

USE ALONGSIDE THE BEHAVIOUR STEPS CHECKLIST

In class we use a behaviour ladder. Every pupil starts on green (beginning of every lesson) and has the opportunity to work their way up to purple by working hard and showing that they are following the **Copperfield Core Values**. If pupils reach purple then they get a stamp on their personal chart to earn rewards. If however some pupils do not follow the rules and break the **Copperfield Core Values** then they earn a red card. **Children can always earn their way back up the ladder.**

Example of the reward chart alongside the behaviour ladder in classrooms.

***All these resources are available on the shared drive - Copperfield Core Standards – Behaviour**



Out of class behaviour:

Outside of the class behaviour is rewarded through the use of **Castle Point Tokens**. These tokens are given to pupils by Teaching Assistants and Lunchtime supervisors at break and lunch times.

THEY ARE ONLY USED OUTSIDE THE CLASSROOM

There are two types of tokens that can be rewarded;

A smaller purple token worth 1 Castle Point



A larger White token worth 2 Castle Points



When rewarding tokens you may feel that the child has earned more than just the one token so there is the option of rewarding them with a 2 point one.

The tokens are earned by pupils who show **Copperfield Core Values** outside the classroom e.g. playing with another child who has no one to play with, picking up rubbish off the floor and sharing playground equipment etc.

Once pupils have earned the tokens they put them into the Castle Point boxes in either the KS1 hall or KS2 hall. These are then counted every week by the Castle Captains and the winner is announced in Friday assembly.

Example of what the Castle Token boxes look like in each Key Stage Hall



***All Castle Tokens can be found in the staff room ready to take out on duty and will be returned there once the tokens have been counted on a Friday**

Tracking and logging:

Along with systems, rewards and incentives it is vital that all challenging behaviour is logged and tracked.

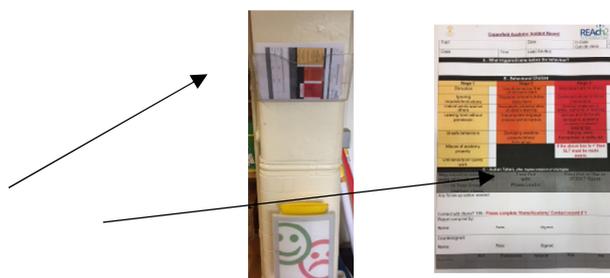
In class if a child has been moved to **yellow or red** then an 'Incident Report Form' needs to be filled out and put into the class folder. These must be handed to AK or DHT. Adults can use their own discretion for low level yellow behaviour.

When outside the classroom if any behaviour is witnessed by an adult it is vital that it is logged on an 'Incident Report Form' as it would in class. These then need to be folded and put into the face boxes (one in the KS1 hall and one by the slope leading into KS2).

Logging and tracking behaviour helps build a picture about a child's behaviour and can help with support programmes to prevent the behaviour from continuing or can if unfortunately needed can be used to support an exclusion.

Example of the 'Incident Report Form' and the box where outside the class behaviour is logged.

***Spare forms are kept by the face boxes**



Racist and Homophobic Incidents:

1. All Racist and Homophobic incidents must be reported to the DHT/Headteacher.
2. The member of staff reporting the incident must then report it other Phase Leader.
3. The Phase Leader must will speak with the parents of perpetrator and the victim (face to face or by phone).
4. The Phase Leader must will speak with the parents of victim and the victim (face to face or by phone).
4. The Phase Leader will then complete the Racist and Homophobic Incident Form.
5. The Phase Leader will then complete and send (via the office) to the perpetrator and victim (after discussion with DHT if needed – letters kept in DHT office).
6. Local Authority (KENT) will be contacted.

How it is recorded in school:



Copperfield Academy Racist and Homophobic Incident Log 2018/2019

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5. The Phase Leader will then complete and send (via the office) to the perpetrator and victim (after discussion with DHT if needed – letters kept in DHT office).

Reported by	Date & time of incident	Victim (name/year group/ethnicity/gender)	Perpetrator (name/year group/ethnicity/gender)	Type of Incident	Racist/Homophobic Motive Proven/Unproven	Action Taken	Outcome	Other Agencies involved

Please attach any additional statements to this document

Types of exclusion:

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

The child will be removed from school for a fixed period of time. They can be removed for up to 45 school days in one school year.

Permanent exclusion

A permanent exclusion will be enforced if a child is considered to be a long term risk to the safety of itself and/ or other children and staff and/or if the child does not conform to the behaviour strategies and sanction of the school.

The school will formally inform parents of the fixed or permanent exclusion by letter. The exclusion will be recorded in the school's records, held on the pupil's file and the local authority will be informed.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. If a child is found to be bullying another, the class teacher(s), together with a senior member of staff, will have meetings with all the parents involved. At these meetings, a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying ceases. We do everything in our power to ensure that all children attend school free from fear.

Positive handling

Positive handling is an act of care and control and not a punishment. All school employees may prevent a child from committing an offence, injuring themselves or others, damaging property or disrupting good order and discipline through the use of reasonable force. In the event of physical restraint being used the appropriate criteria will be adhered to (see appendix 2) - guidelines on positive handling.

The role of the class teacher:

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the class rules/agreement consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher after discussion with the phase manager, keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the assistant/deputy heads and subsequently the head teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

If a pupil is identified as having specific behavioural difficulties then they will be referred to our Inclusion team by the class teacher and the pupil will be discussed by the Inclusion Team before intervention is put in place. They will work with the child through one to one sessions, group activities, lunchtime sessions, and collaborating with parents. Each child will have a specific behaviour programme with individual targets and class targets. The aims of intervention are to improve the child's social interaction, improve self-esteem and develop positive relationships with others to empower the individual to become better learners and reach their full potential. Strategies have been developed to support pupils that find it difficult to keep others and themselves safe in the playground. These strategies include a variety of activities in small groups that foster safe and responsible play.

With the guidance of the Special Educational Needs Coordinator (SENco), the class teacher liaises with external agencies, to support and guide the progress of each child. When a child is at risk of being permanently excluded due to continued challenging behaviour then the SENco will initiate a Pastoral Support Plan (PSP). The class teacher, parents/carers, Behaviour Specialist, Home/School Liaison Officer and other external agencies working with the pupil, including a representative from the Local Authority's Social Inclusion Team will be invited to attend. The aim of a Pastoral Support Plan is to ensure that the pupil is receiving the appropriate support within the school setting and from external agencies in order to prevent an exclusion from happening. The school will contact all relevant agencies two week prior to the meeting. The Pastoral Support Plan will then be reviewed six weeks later to ascertain whether any progress is being achieved by the pupil and determine if further changes are necessary to the plan.

The role of the SLT:

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure

the health, safety and welfare of all children in the school. SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

SLT keep records of all reported serious incidents of misbehaviour.

The head teacher or designated senior leader has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the chair of governors has been notified.

The role of parents:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Posters in the playground, assemblies and postcards that are sent home rewarding children whose behaviour demonstrates the Copperfield core values.

All parents receive copies of the Class agreement to ensure they are aware of the school's expectations.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to impose reasonable sanctions on a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the assistant/deputy head teachers and subsequently the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Please see the Appendixes for more information and examples of behaviour management at Copperfield Academy.

This policy was written in September 2018 by Alistair Kiff (Deputy Headteacher)

To be reviewed September 2019

Appendix 1: The Copperfield Way

The Copperfield Way - Behaviour Steps Checklist

ALL PUPILS CAN WORK THEIR WAY BACK UP THE LADDER

- Step 1a** At the first available opportunity, the behaviour of the pupil is recognised (e.g a reassuring touch on the shoulder) and the pupil will then be told that this will be addressed with him/her later on in the lesson. If after a short amount of take up time the behaviour continues then issue a verbal warning.
- Step 1b** Pupil receives a warning from the adult and his/her name is placed on the 'yellow section' of the behaviour ladder. This results in the pupil missing 2mins break time.
- Step 1c** If disruptive behaviour persists, the pupil will be told by the teacher to **go to their partner class for a maximum of 10 minutes.**
- Step 2** If disruptive behaviour persists, the pupil will be moved to red and will be sent to the Phase Leader.
- Step 4** If disruptive behaviour persists, the pupil will then be removed by the Deputy Headteacher/Headteacher
- Step 5** If the pupil is still not compliant, they will be taken to 'an SLT room' to work without adult support. An appropriate length of time will be agreed and amount of work to be completed before the pupil may be allowed to go back to class.

If pupils reach purple then they get a stamp on their personal chart to earn rewards.



Name: _____ Class: _____
Term: _____

REWARD POINTS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Well done! You've earned your certificate.

Congratulations! You've won two new priority items.

Wow! You've earned two SLT!

- 20 - Reward certificates in assembly

Appendix 2: Behaviour incident forms



Copperfield Academy: Incident Record



Pupil:		Date:	In class	<input type="checkbox"/>
Class:		Time:	Outside class	<input type="checkbox"/>
		Lead Adult(s):		
A - What triggered/came before the behaviour?				
B - Behavioural Choices				
Stage 1		Stage 2		Stage 3
Disruption		Unsafe behaviour that could cause harm		Intentional harm to others
Ignoring requests/instructions		Repeated refusal to follow instructions		Continued refusal to follow instructions
Unkind words against others		Repeatedly stopping other children's learning		Serious challenge to safety, authority or learning
Leaving room without permission		Inappropriate language choices (written/verbal)		Serious and deliberate damage to academy property or others' belongings
Unsafe behaviours		Damaging academy property/others' belongings		Bullying, racist, homophobic or ability led comments
Misuse of academy property		If the above box is ✓ then SLT must be made aware.		
Unfinished/poor quality work				
C - Action Taken, after implementation of strategies				
May result in missing 2-6 mins of break or time out in Year Group (partner class)	Time Out with Phase Leader	Time Out in The or HT/DHT Room		
Any follow-up action needed:				
Contact with Home? Y/N - Please complete 'Home/Academy' Contact record if Y				
Report compiled by:				
Name:	Role:	Signed:		
Countersigned:				
Name:	Role:	Signed:		
Copied to:	SLT	Phase Leader	Inclusion	BSA
				File

Appendix 3: Positive handling

**Positive Handling Procedures
SUMMARY OF GUIDANCE FROM
Department for Children, School and Families
THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS
Effective practice for schools :policy and procedures**

All staff – authorised and unauthorised – need to understand their powers and the options open to them. They need to know what is acceptable and what is not.

Develop positive handling plans for individual pupils assessed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and his or her parents. Any planned use of physical intervention should be compatible with a pupil's statement and properly documented in school records.

Teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis (such as using personal communication passports and non-verbal signals to indicate the need to use a designed quiet area or cool-off base) and ensure staff are familiar with these strategies.

Reducing the likelihood of situations arising where use of force may be required

Although preventative measures will not always work, there are a number of steps which schools can take to help reduce the likelihood of situations arising where power to use force may need to be exercised:

- a) Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- b) Developing effective relationships between pupils and staff that are central to good order;
- c) Adopting a whole-school approach to developing social and emotional skills. The *Social and Emotional Aspects of Learning (SEAL)* programme provides staff development opportunities and curriculum materials for helping pupils to develop skills such as managing strong feelings.
- d) Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- e) Recognizing that challenging behaviour is often foreseeable;
- f) Effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so

that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil; and

g) Wherever practicable, warning a pupil that force may have to be used before using it.

Deciding if use of force would be appropriate

The judgement on whether to use force and what force to use should always depend on the circumstances of each case – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

a) The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;

b) The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and

c) The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Examples of situations that particularly call for judgments of this kind include:

a) A pupil attacks a member of staff, or another pupil

b) Pupils are fighting, causing risk of injury to themselves or others

c) A pupil is committing, or on the verge of committing, deliberate damage to property

d) A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object

e) A pupil absconds from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:

Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or

lead to behaviour that prejudices good order and discipline, such as disrupting other classes;

f) A pupil persistently refuses to follow an instruction to leave a classroom.

g) A pupil is behaving in a way that seriously disrupts a lesson; or

h) A pupil is behaving in a way that seriously disrupts a school sporting event or school visit

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Using force

Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Recording an incident

The member of staff involved in an incident is usually best placed to compile the record. It would be good practice for the member of staff with lead responsibility for safeguarding to check the record and for the school to provide the member of staff involved in the incident with a copy of the final version.

The record is likely to form part of the pupil's educational record as it is a record of information which is processed (obtained, recorded and held) by or on behalf of the governing body of the school (or teacher at the school, other than for personal use), relates to the pupil, and originated from or was supplied by a teacher employed by the governing body or the local authority.

After any recordable incident, parents should always be informed

Wherever possible, it is best to telephone parents as soon as possible after the incident before confirming details in writing. It is also good practice for parents to be given a copy of the school's policy on the use of force and information on post-incident support.

Post-incident support

Serious incidents that require use of force can be upsetting to all concerned and may result in injuries to the pupil or to staff. Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid. It is also important to ensure that staff and pupils are given emotional support.

A full copy of this report is available from the DCSF website / school office