



Coupals Primary Academy

Behaviour, Discipline and Anti-bullying Policy

Core Values: Achievement through readiness, honesty and determination.

AIM: Our aim at Coupals Primary Academy is to provide high quality learning opportunities in order to equip pupils with skills for a successful future.

Overall Academy Aim:

At Coupals Primary Academy we are committed to helping each child achieve their best and feel valued and secure. Promotion of good citizenship is an integral part of the education we provide. The school provides an environment, which promotes high quality learning in a positive climate where excellent behaviour and learning is expected and achieved.

Principles:

Coupals Primary Academy Behaviour and Discipline Policy should be:

- Owned by pupils, staff, parents and governors;
- Re-stated briefly at the start of each school year by means of a handout issued to parents;
- Consistent, clear, fair and enforceable;
- Reflected in the school curriculum;
- Positive whenever possible;
- Applicable to everyone, adults and pupils;
- Followed and applied explicitly

Strategies for good standards of behaviour:

Good behaviour is achieved in a culture in which pupils are valued and praised for their achievements. Positive strategies such as rewards which develop self-esteem and motivation will be utilised to ensure this culture.

General principles underlying our reward system are as follows:

- To encourage a high level of pride in ones own achievements
- To establish fair criteria for praise and reward
- To acknowledge individual strengths and ways to improve with reward and praise
- To encourage a sense of responsibility
- To foster an ability to reflect on individual success

Common rewards awarded by all staff will be as follows:-

- Pupils given 'Dojo Points'
- Sharing the examples of success with another adult, child, group of children
Headteacher, Deputy Headteacher or whole of school weekly in a 'leaf' achievement assembly and half termly at major awards assembly

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- Positive ideas communicated with parents
- Invitation to parents to view work
- Photocopying reward worthy items of work to take home
- Reminding children to tell parents of a good “action” – kindness, example of courteous act or reward worthy work
- Class award
- Telephone call to parent / carer, or speak directly
- Receipt of a school award
- A Citizenship shield awarded at the end of the Autumn Term
- An academic cup at the end of the Spring Term
- A sportsmanship trophy at the end of the Summer Term
- Praise in written feedback in pupils’ books

School Rules:

Our academy helps children to understand the need for rules from reception. The children discuss the need for rules with their teachers and every September agree the school rules for that academic year. These rules are displayed in the classroom and referred back to on a daily basis. The children are also able to understand that there are consequences when an agreed rule is broken and these are also discussed with the class teacher.

Behaviour problems cannot be solved by sanctions alone. Most can be avoided by:

- Clear and consistent expectations (Handouts on behaviour management behavioural expectations are given to midday supervisors, and systems are re-inforced at regular meetings for TA’s and dinner supervisors, led by the deputy head).
- Mutual respect / good relationships
- Agreed codes of conduct
- Emphasis on achievement and rewards. However, there will be pupils and situations where sanctions will be needed. For behaviour to be excellent expectations must be clear and consistent.

Behaviour at Coupals is underpinned and explicitly linked to our Core Values of Readiness, Honesty and Determination. The overview, shared with pupils, outlining how positive and negative behaviour links to the Core Values is available as an Appendix to this policy.

Strategies for managing and modifying unacceptable behaviour:

Our approach to modifying unacceptable behaviour differs in Reception and Year 1 where learning takes place through a child led approach. Behaviour that requires modification is dealt with at a child's level and is focused on putting wrongs right. Possible responses to such behaviour may include:

- Time out
- Tidying or repairing something that has been damaged
- Positive reinforcement (e.g. reminders about classroom rules such as kind hands and feet)



From Year 2 to Year 6 behaviour requiring modification is addressed in a different way. When behaviour, linking to one of the Core Values, is not acceptable pupils will lose a 'Dojo point' from their profile on Class Dojo according to the appropriate category (Readiness, Honesty or Determination).

When pupils lose 5 Dojo points in a week due to behaviour they will be spoken to by the classteacher about their behaviour. Should a pupil lose in excess of 5 Dojo points in a week they will be spoken to by the Headteacher and Deputy Headteacher about their behaviour.

Should a pupil lose 5 dojo points in a day there behaviour will be logged by the classteacher and monitored by a member of the Senior Leadership Team.

Behaviour Incidents:

The vast majority of behaviour is effectively addressed using Class Dojo. Some behaviour however goes beyond this and may be dealt with in a different manner. Behaviour 'incidents' will be logged on Pupil Asset (our data tracking system) along with a description of the incident and the actions taken.

Information logged on Pupil Asset will be regularly monitored. Where persistent incidents occur and are logged on Pupil Asset the following responses may be taken:

- Meetings with parents to discuss behaviour
- Pastoral/Behaviour Support Plans implemented
- Support from External Agencies sought

If a child is being a danger to themselves, or others, the class teacher may decide to send a red card to the Headteacher's office. On receipt of this card the Headteacher will go to the classroom and may remove the child. (In the absence of the Head the red card will be sent to the Deputy Headteacher).

Detention:

At Coupals Primary Academy we do not keep children in detention after school. However as stated above pupils may lose time from their break or lunchtime should their behaviour be recorded on the behaviour diamond.

There may be other occasions in which pupils do not go out at break time or lunch time, such as:

- To finish an acceptable amount of set work.
- As a 'cooling off period' following an incident with another child who would be on the playground.
- To write a letter of apology.

Bullying, Racial and Sexual Harassment:

The parents of the pupil in question will be informed about the incident and spoken to, along with the child.

Children are sometimes nervous when settling in school or they, at other times, show signs of worry, but are unwilling to discuss what is wrong. Parents should speak with either the



class teacher or the Headteacher so that concerns can be shared and a plan made to identify and solve the problem.

It is important that children are encouraged to be brave enough to report any worries as soon as possible to an adult at school. It is expected that these incidents will be reported to the head, or a member of the senior management team.

Incidents will be carefully and tactfully investigated and where a problem is identified it will be dealt with according to the deed and support given to the children in need. Where appropriate parents will be informed about incidents which have occurred in school.

Bullying:

Bullying is the persistent, wilful, conscious desire to hurt, threaten or frighten someone.

Bullying will cause physical and or emotional pain to the victim and includes the following:

Physical assault of varying degrees of severity, verbal abuse – name calling, excessive teasing and taunting, included in this would be racial and sexual abuse, rude gestures, intimidation – exclusion – isolation of the victim and extortion.

Bullying is very damaging to the victim, the perpetrator, spectator and to the ethos of the academy.

Bullying will not be tolerated and any report of a case of bullying will be followed up with Headteacher or Deputy Headteacher.

It is important for pupils to understand about bullying and to be able to identify it and seek support should it happen. To help them do this we:

- Encourage open discussion
- Emphasise that every member of our school is equal
- Talk regularly about fairness, sharing and consequences of actions
- Expect, through our core values, all pupils to take responsibility for their actions
- Emphasise that everyone is treated equally
- Deal with instances of bullying as soon as they are brought to our attention

All staff, pupils and parents have the responsibility of reporting any suspected act of bullying whether it be an observed act, a reported act or a disclosure by a victim. In the first instance incidents should be reported to the class teacher who will then inform the Headteacher and together they will plan the action to be taken.

Reaction to suspected bullying in this school will entail gathering evidence to ascertain whether the behaviour is bullying and not bossiness or boisterous play. Evidence will be gathered through talking with pupils and observing them at work and play.

In the light of the evidence gathered, if it is decided that a serious incident of bullying is proved a plan will be implemented.

The aim of such a plan is to stop bullying. In drawing up such an action plan consideration will be given to the following:

- Where the bullying takes place

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- When the bullying takes place
- The severity of the bullying
- The frequency of the bullying
- The number of pupils involved
- The motivation of the bully

Sanctions may be introduced to modify behaviour such as:

- Limiting access to certain pupils
- Limiting access to geographical areas within the school
- Limiting access to less closely supervised activities such as playtimes
- Instigating close supervision for certain activities e.g. leaving the school premises, visits to the toilet.

Extra support in the form of immediate access to a named member of staff may be necessary for victim and perpetrator, and help, including Educational Welfare Officer, may be sought, as may counselling or help from other agencies.

It is important that victims and perpetrator have ownership of the action plan and that the parents of both are informed of the occurrences which necessitate such a plan and that their co-operation is sought.

It is essential that all parties are aware of the consequences of a repetition of such behaviour. In extreme or persistent cases the pupils' behaviour may result in exclusion.

Coupals Primary Academy recognise and plan a variety of activities for National AntiBullying week.

Use of Reasonable Force to Restrain Pupils:

At Coupals Primary Academy teachers and other approved staff have a legal right to use reasonable force to prevent a pupil from:

- Injuring themselves or others
- Damaging property
- Disrupting good order and discipline
- Leaving the school premises.

There is no legal definition of reasonable force, but the school has established the following criteria for use of reasonable force:

- If the circumstances of the incident warrant it
- The degree of force must be in proportion to the circumstances
- The age and understanding of the pupil must be carefully considered

Only minimum force should be used and never as a punishment. Physical intervention can take a number of forms including:

- Physically interposing between pupils
- Standing in the way of a pupil

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- Leading a pupil away by the hand or by gentle pressure on the centre of the back

In extreme cases restraint from behind might be used, and on these occasions parents will be notified. All incidents when restraint is used must be recorded as soon as possible. The following information (as a minimum) should be detailed on an incident sheet or book together with written statements of witnesses:

- Name of pupils involved
- The time of the incident
- The place where the incident occurred
- The names of staff or other authorised adults involved.

Where the incident has been prolonged or where considerable force has been used the following details should be recorded:

- Name of all witnesses, pupils and adults
- Signed witness statements
- The reason for force being used
- A description of the way in which the incident developed
- The pupil's response
- Details of the outcomes of the incident including injuries and damages.

A general complaints procedure is available for parents on our website (www.coupalsacademy.co.uk). This should be used where parents believe inappropriate intervention has been used. However, where the policy documents for the school are clear and understood by both parents and pupils, complaints will be minimised.

Exclusions:

The Headteacher has the right to exclude pupils for fixed periods for up to 45 days a year. A first fixed period lasting from one to three days will often be appropriate. Where a pupil at Coupals Primary Academy is excluded for a fixed period of more than two days, the Headteacher will arrange for the pupil to receive school work to do at home arrange to have it marked regularly until the pupil returns to school.

At Coupals Primary Academy exclusions are extremely rare and are to be used after the other strategies have failed. This could be after a serious incident involving breaking the law or on occasions when allowing the child to remain in school would be detrimental to the education or welfare of others.

Exclusions will be dealt with in accordance with the Education Act 1997 (Pupil Behaviour and Discipline). The LA/Academy Trust and Governors will be informed when a pupil is excluded and parents informed that they have the right to make representations to these bodies.

Liaison:

Liaison with parents:

It is important that parents are informed of children's good behaviour and of behaviour which gives cause for concern. Good behaviour is highlighted through use of the achievement

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assemblies. In regard to poor behaviour it is essential that parents and school are seen by the child to be co-operating. Only with mutually agreed and consistent standards of behaviour and positive support from home and school can a child be expected to achieve good standards of behaviour at school.

Liaison between teacher / parents when information can be exchanged, may be as follows: -

- Informal appointments
- Letters may be considered appropriate
- Twice yearly parent/teacher interviews
- Interviews with the parents/class teacher/headteacher
- End of Year reports.

Parents also have a high level of involvement in the Records of Support process and in the production and implementation of Individual Behaviour Plans.

Liaison with other agencies

The Headteacher can, where appropriate, arrange support for class teachers in managing challenging behaviour from various outside agencies such as Behaviour Support Services, Educational Psychology Service, School Health Service, Educational Welfare Office, Child and Adolescent Health Unit, Social Services and Family Resource Centre.

It may also be appropriate for the school to direct parents towards an agency which may be able to provide appropriate support.

Liaison with Governors:

Achievement through readiness, honesty and determination The Governors have a legal responsibility for the discipline within a school and it is the responsibility of the Governors to be informed about the global standard of behaviour within the school, it is also the responsibility of the Headteacher to provide relevant information.

The Chair of Governors will be informed before any exclusion takes place. The whole Governing Body will receive statistics in the Head's report each term. A Pupil Discipline committee is in place to deal with instances of exclusion.

Policy Monitoring and Review

This policy will be monitored by the school's Senior Leadership Team and the Local Governing Body will evaluate the policy. It will be reviewed annually.

Date	Action
July 2017	Policy Reviewed
July 2017	Staff Consultation
August 2017	Governors Approved
July 2018	Policy due for review

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APPENDIX 1:

COUPALS PRIMARY ACADEMY EXCLUSIONS POLICY

EXCLUSIONS:

Where there is a risk of exclusion a Behaviour Intervention Support Programme (BISP) is put in place and the Inclusion Officer informed.

Exclusion is seen as the last resort in the School's system of sanctions. Where there is a child at risk of exclusion a Behaviour Intervention Support Programme is put in place. The aim of the School is to keep children in School unless cases of indiscipline or breach of School rules are such that exclusion can be seen as the only way to maintain the safety of individuals, good order, behaviour and discipline.

This can be of two types:

- Fixed term, where the pupil is normally excluded for between 1 and 5 days at one time; up to a maximum of 15 days within a term. Including fixed period lunch time exclusion.
- Permanent.



Exclusion can only be sanctioned by the Headteacher or Acting Head (Deputy in the absence of the Head) and all procedures associated with it are carried out in accordance with LA authority guidance. Whenever possible, a parent / carer is contacted by telephone in the first instance. A formal letter follows with copies to the Chair Governors and the Area Education Office. The appropriate form is also attached to the latter.

The Headteacher maintains an exclusion book, which records all the details of every exclusion and is responsible for the paperwork. A report on the number, type and nature of exclusions is given to the Local Governing Body on a termly basis with term-on-term and year-on-year comparisons by total, age and gender.

Where possible, work is set for the period of exclusion.

Following a fixed term exclusion, the pupil and their parent / carer are seen by the Headteacher prior to being re-admitted to school. This is called a reintegration meeting which is normally organised before the start of a new day.

In some cases, a pupil has one or more fixed term exclusions coupled with a poor behaviour record and is likely to be permanently excluded unless the behaviour changes. In these cases, the pupil and a parent / carer will be asked to attend a meeting and set up a (BISP).

Copies of this are held by the Parent/carers and the school.

Procedures for a permanent exclusion follow Dfes Circular 10/04.

A Pupil Discipline Committee of at least three governors (excluding staff) considers a report from the Headteacher and representatives from the parent / carer within 15 school days. If the permanent exclusion is upheld, the parent / carer is given advice by the Local Education Authority to determine future provision for the pupil. Parent carer may appeal to Suffolk County Council, if they are unhappy with the decision of the Pupil Discipline Committee.

Whilst the school reserves the right to make exceptions in individual cases, the following guidelines are used. They apply to a first offence unless otherwise stated:

Offence	Sanction
Disruptive/aggressive behaviour at lunchtime	Half a day
Intentional damage to school property	1 day exclusion
Violence towards another person	1-3 day exclusion
Persistently disruptive behaviour leading to serious impact on the learning of other children	1-5 day exclusion
Intentional Theft	1-5 day exclusion
Extreme violent towards another person	Permanent Exclusion
Assaulting a member of staff	Permanent Exclusion

In addition, exclusion may be used for on-going serious disruption when all other sanctions have failed.



David Maguire

Headteacher

July 2017



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