Coupals Primary Academy
Positive Behaviour Policy
September 2020

Achievement through Readiness, Honesty and Determination

Ratified by Governors	Date: August 2020
Review and update	Date: July 2021

Positive Behaviour Policy
How we promote positive behaviour at Coupals Primary Academy

As a school we will consistently uphold high standards and expectations in everything we do.

We are proud to be part of our school community and, because of this, we want our pupils to be happy, confident, caring and central to the life of our community.

At Coupals Primary Academy we aim to:

- Create an environment that is safe for everyone

- Support all pupils well regardless of background or ability

- Develop a love of learning for pupils and staff

- Support pupils to fulfil their potential and be the best they can be Encourage pupils to play an active role in our community by demonstrating our core values of Readiness, Honesty and Determination

- Promote respect, kindness, understanding and open mindedness for others, regardless of race, creed, gender, religion or difference

- Encourage aspiration so that pupils are ambitious, focused on continuously improving and that they 'dream big'

Contents:

1. Rationale:

This policy offers clarity about the expectations of the Positive Behaviour Policy. It sets to ensure a consistent approach across the school leading to the high-quality provision for every pupil. This policy should be read in conjunction with Charlie Taylor's 'Getting the Simple Things Right.

2. Statutory Requirements:

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013 (Updated January 2016), Use of reasonable force July 2013 (Updated January 2016). This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

3. General Principles:

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the headteacher, school staff, parents and pupils when developing these principles.

Our Principles:

• The welfare, **wellbeing and development of children and staff is paramount** in our academy.

• All members of our academy will **show respect and courtesy** towards each other.

• The **academy and parent/carers will work together** to encourage and support children to be positive citizens.

• **Parent/carers** will support the academy's aim to **develop positive social behaviour** through expectation, recognition, rewards and sanctions.

• **The Headteacher creates a culture of respect** by leading staff in the academy principles, promoting positive behaviour and supporting the staff's authority to respond to misbehaviour using fair and appropriate consequences, ensuring consistency across the academy.

• The governing body and headteacher will deal with allegations against academy staff quickly to protect and support those involved. **Disciplinary action will be taken against pupils who are found to have made false/ malicious accusations against school staff**.

• **All staff will look to enable children to improve their behaviour** whilst promoting a positive learning environment.

4. **Roles and Responsibilities:**

In line with the Education and Inspections Act the governing body, in consultation with the Headteacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. It will ensure that it is available to pupils, parents/carers, is non discriminatory and that expectations regarding pupils behaviour are clear.

All academy staff (and volunteers) will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the headteacher of the effectiveness of these.

The governing body, headteacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their children both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with the children, academy and agencies to seek solutions to any difficulties incurred.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

5. **Strategies used by staff to promote positive behaviour:**

All staff will utilise classroom/corridor management strategies and use positive approaches to support students to make the right choice;
- Staff will focus upon **POSITIVE** behaviour and over praise those children getting it right

- Staff will give **clear and concise instructions** (children will know what they need to be doing)

- All staff will use positive **'DO'** commands, followed by **'THANK YOU'**.

Walk in the corridor, thank you.
- **All work will be differentiated accordingly** and all learners can access it at a level appropriate to their need/stage of development

- **Staff will not shout at children**. An authoritative tone can be used. The only time it is permissible for adults to shout is if it is for safety reasons. SLT may on occasion need to raise their voices, but under no circumstances is it acceptable to scream/shout in an intimidating way with children

- **ALL** Staff will **remind children of the expectations**, wherever they are within the school

- Staff will take a restorative approach with students and help them **to put things right when things have gone wrong**

- All staff will **be consistent with all** children and will ensure that all consequences are enacted fairly and in a timely manner

- Staff will give children consequence reminders of expectations

- Staff will use scripts such as 'when/then'

● *When you are doing X, then you won't have to do Y*

● *When you have completed the task, then you can go to break*

● *When you come in from the playground, then I can stop the timer for make up time.*

● *I can see that you are upset, can you tell me what happened?*

● *When you are calm we can talk about what happened.*

● *I can see that things have gone wrong, how can I help you to put them right?*

● *You need to do x or do y (e.g. You need to be in the calming room or your classroom)*

- Staff will **always warmly greet children** when they come in to the classroom and look at every day as a fresh start

Our Positive Behaviour Policy consists of four main elements: Expectations, Rewards and Consequences and Restoration.

6. <u>COVID-19 and behaviour:</u>

As a school we are aware that a number of pupils have not been school for some time as a result of the COVID-19 pandemic. While we will maintain high standards of behaviour we need to be aware of pupils' experiences and the difficulties that they may have in settling back in to school routines.

Our staff are being trained in Trauma awareness in September and additional support through the appointment of our Pupil and Family Support Worker.

Where required, additional emotional and behavioural support will be made available to all pupils.

The use of the Boxall Profile upon pupils' return will be used to identify areas in which pupils require support to help them achieve the high standards of behaviour that we expect.

7. Expectations:

Behaviour, like everything we do at Coupals, is underpinned by our Core Values. We believe that by adhering to our Core Values all pupils can achieve their full potential and enjoy success. Our Core Values are:

• We are **ready**
• We are **honest**
• We are **determined**

8. Rewards:

Positive behaviour is recognised and rewarded. In Years 1 to 6 Class Dojo is used and 'Dojo Points' are awarded when pupils demonstrate good behaviour in class. Dojo points are counted in house groups at the end of each week and celebrated in an ongoing competition between houses. When children have earned 50 'Dojo Points' children will receive a postcard will be sent home to celebrate and inform parents. When Dojo Points are awarded staff will communicate praise to children and be specific; 'You have written a sentence with a fronted adverbial, even though you find it tricky. Well done'

Every Friday (wherever possible) the Headteacher will run 'Always club' Always club is a treat during which pupils who 'Always' display exemplary behaviour without exception. During 'Always Club' children join the Headteacher for a drink and some biscuits and to enjoy some social time with their peers.

Children and their successes will be recognised for their hard work and good behaviour in our end of term achievement assemblies. Parents are invited to join these celebrations.

9. Consequences:

Consequences will be relevant and proportionate and will take into account the pupil's age, any SEND and any religious requirements affecting them. All staff will utilise classroom management strategies and use positive approaches to support pupils to progress.

Teachers may remove Dojo Points from pupils as a consequence but this should be done with professional judgement and consideration of any negative impact on the child.

If children make a **mistake**, they need to be able to **put it right**; if a child **breaks something**, they try to **fix it**, if they **make a mess**, they **clear it up**. If they **upset another** member of our school community, they **write an apology** letter (if appropriate).

Throughout the course of a session children may owe time at break or lunchtime as a result of their behaviour. This is incremental and no child should miss the full 15 minutes of playtime unless a serious incident merits doing so. When children have made up missed time they have a 'Fresh start' in the next session.

However, if children appear to regularly owe 15 minutes and then return to 'Fresh Start' the teacher will meet with parents to discuss the recurring issue. When a pupil makes up missed learning time this should be paid back in the classroom and, whenever possible, a restorative conversation should take place as part of this.

If a child is repeatedly making up time the class teacher will discuss with the relevant Phase leader, who will arrange to meet with the child's parents/carers to discuss solutions to difficulties.
If, when a child makes up 15 minutes, their behaviour continues to impact on teaching and learning they may be moved to the partner class. If a child is sent to a partner class, they will have make up missed learning time at break or lunch on the same day. Full reasons for the child being asked to leave the classroom will be recorded as a 'Behaviour' incident on CPOMS. If a child leaves the classroom of their own accord they will be sent to a member of SLT.

If a pupil is causing significant disruption or presenting challenging behaviour, a SLT member on behaviour duty/member of the behaviour team will be called for. The pupil will be supported to settle to task, pupils will not return to class if they continue to be disruptive or oppositional. After this, children will make up missed learning time at break or lunchtime.

Where pupils must make up time staff must ensure that the pupil has reasonable time to eat, drink and use the toilet. Parental consent is not required for pupils paying back time.

Where a significant incident (i.e. an incident which exceeds the process outlined above) a 'red card' will be completed and sent home to parents. The purpose of the red card is:

- To inform parents of any behaviour which has had a significant effect on the learning of a child or their peers

- To inform the parent of how long the incident lasted and the details of the said incident

- To help the school build a picture of behaviour and use this information to identify trends to support behaviour in the future

Data on the number of red cards will be compiled and analysed at the end of each term for comparisons to be drawn and practices adapted accordingly in the best interests of pupils.

10. **Early Support for challenging behaviour:**

We believe that a proactive approach to challenging behaviour is essential for long term success. In order to support behaviour we may consider, and adopt, a range of strategies including:

- **ABC charts** (Antecedent, Behaviour, Consequence) to identify triggers and key moments which impact negatively on behaviour

- **Boxall Profile** to identify difficulties facing individual pupils and create individual and bespoke support plans for them

- Support from **County Inclusive Support Service** to provide strategies and support for pupils presenting challenging behaviour

- **Risk Management plans** will be created to support the management of challenging behaviour

- Requesting support through the **In Year Fair Access Protocol** system at Suffolk County Council (e.g. for outreach or places in Alternative Provision)

11. **Pivotal Practice:**

The approaches used at Coupals Primary Academy draw heavily upon the work of Paul Dix and 'Pivotal Practice.' The key principles of this are outlined below:

Pillars of Pivotal Practice

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Achieving consistency:

Every member of staff will follow the 7 habits of effective behaviour management

1. Meet and greet every pupil
2. Catch them doing the right thing
3. Deal with poor behaviour discretely
4. Build mutual trust relentlessly – it's not about you the child, it's about the child and their behaviour
5. Directly teach the behaviours and learning attitudes you want to see
6. Talk about our values and the learning attitudes and behaviour that we value
7. Follow-up without fail

Best conduct example phrases:

Identifying best conduct first is one of the most successful ways of supporting and promoting positive behaviour in school. Below are a selection of phrases that should be used to do this:

- Thank you to… for being ready to listen
- I noticed that you walked quietly to the hall just as we practiced
- I see you're remembering to…
- I like how you … demonstrating [one of our core values.]
- I am impressed by your perseverance.

Routines:

• At the start of working with a group or class, find out what routines are in place and clearly explain your expectations.
• Take time to overtly teach routines for transition times, travel around the school building and site.
• Use best conduct examples to reinforce routines with any pupils who take longer to learn your routines
• Allow time for routines to embed before you change your strategy.
• Speak to colleagues to gain further inspiration.

Scripted interventions:

• Have the conversation side by side with the child, at their level, in a non-threatening or dominating manner.
• Do not argue with the child. Ignore their defensive reactions.
• If they try to argue with you, just reply 'I understand' because it's not agreement, it's a confirmation that you're listening.
• Useful phrase could be 'I know what you're saying and you may well be right but our rule is…'
• Remind them of previously successful behaviour.

I've noticed that you've had a problem with …

And you know our expectations around …

I need you to…

You're going to need to speak to me for 5 minutes at … today.

Do you remember last … when you …?

Do you remember that? Yes, I do too. You were (name positive attributes shown).

That's the behaviour I need to see now. That's the behaviour I want from you.

Thanks very much for listening, now off you go.

This script should be used completely consistently, as this provides security to children whose behaviour is the most challenging.

When the child sees you at the appointed time, if the demand you made was met then simple congratulations and explanation of the good learning or achievement is enough. If the demand was not met, then use the restorative approach as shown below.

Restorative Approaches:
Throughout this process children are supported within a Restorative Approach:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

What about the term 'restorative' itself? What is it actually trying to restore?

I think it is about:

- Restoring the trust between the adult and the young person
- Redrawing and restoring the boundaries that are applied to every child
- Restoring the crime sheet and cleaning it off, so that we start the next lesson, the next day, with a clean sheet

The following question prompts can help support a restorative conversation:

- What has happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?

Don't always expect an apology.

Our intention is modify behaviour not receive an apology.

12. Exclusion:

The headteacher will decide whether to exclude a pupil. This can be for a fixed number of days or permanently. When making this decision the headteacher will take into account all circumstances, the evidence available to them and consider the needs of both the pupil and whole academy community. Parent/carers have the right to make representation to the governing body and the governing body will review

the exclusion. Only the Headteacher has the authority to exclude permanently. In the absence of the Headteacher, the Deputy Headteacher can issue fixed term exclusions for extreme violence or violations of the behaviour policy.

13. <u>Screening and searching</u>:

School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors) Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:
• knives or weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

<u>Confiscation</u>:

Staff are able to retain pupil's property as a sanction. If lawful and appropriate property will be returned to the pupil or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of any confiscated item, they must ensure that property is kept in a safe (locked) area.

14. <u>Use of reasonable force</u>

All members of school staff have a legal power to use reasonable force. In our academy staff are trained in positive handling and restraint and the headteacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder. However, unless an extreme situation, only SLT/behaviour team will be required to use reasonable force. All cases of reasonable force being used MUST be logged on the 'Reasonable Force log'. The Headteacher retains overall responsibility for this.

15. Involvement of outside agencies

The academy works alongside parent/carers to meet the need of the child. A behaviour report will be developed for pupils presenting ongoing behaviour difficulties. Should continued behaviour reports not have a positive impact a Personal Support Plan will be implemented. The academy works with parent/carers and agencies to ensure that the child's needs are met under Early Help intervention. This may take the form a specialist referral and/ or gathering evidence and meeting needs within school guided by the SEND Code of Practice 2014, including an application for an EHCP (Education Health and Care Plan), where relevant.

The school employs a graduated approach in line with the Code to ensure clear identification, monitoring and targeted provision to meet individual needs.This process is underpinned within school and across agencies by the 'Signs of Safety' methodology. This is good practice and is a multi-agency approach, used by Children's Services and other organisations, to identify barriers and put together plans to remove them. We will use this to write plan for pupils where needed, alongside the pupil, their parents, teaching and non-teaching staff and any other relevant agencies. Please see the SEN Policy and Report for further details on how this works.

16. Anti-Bullying

See Anti-Bullying Policy.

17. Significant incidents

- Harm to others with intent (injury or repeated emotional harm)
- Verbal or physical abuse to staff
- Leaving premises
- Deliberate serious damage
- Accumulation of incidents with no positive aptitude shown

Any of the above may result in sessions in inclusion/fixed term exclusions (at discretion of SLT/Principal).

18. Notes for staff

Positive Behaviour Policy & Implementation

At Coupals Primary Academy we recognise that positive behaviour is shaped through school culture. Ethos, organisation and classroom management techniques are the necessary foundations of positive engagement. Research has shown that, on average, teachers who have high quality relationships with their pupils have 31% fewer discipline problems. High warmth, high

expectation and consistent, predictable boundary setting is necessary for positivity and aspiration to thrive.

We can define this within five areas;

Maximise structure and predictability:

- Explicitly define expectation and routines.

- Be attentive to organisation and environment.

- Be prepared and ensure all teaching preparation is done in a timely fashion and focused on the needs of individual pupils

Display, teach, review, monitor and reinforce expectations:

- Agree a minimal number of classroom rules, make them clear using positive "Do" commands & display them.

- Use classroom management techniques to promote and reinforce positive behaviour.

- Establish procedures for general classroom behaviour, group work, seat work, use of equipment and transitions.

Actively engage students in observable ways.

- Consider learning styles engagement of all pupils, plan to differentiate or change style to maintain attention and achievement.

- Make reasonable adjustments for pupil whose behaviour is challenging, e.g. checking in, greeting when re-entering the classroom etc.

Use a continuum of strategies to acknowledge positive behaviour.

- Have a variety of strategies in your 'toolkit'.

- Think 'Stay ahead' If it is going well, work to keep it that way.

- Use nonverbal reinforcers; smile, thumbs up, give specific feedback (catch them getting it right!) use the behaviour chart in class and talk through the justification for moving up so that it is explicitly clear.

Use a continuum of strategies to manage and respond to inappropriate behaviour

- There are a range of behaviour management strategies.

- Think win/win, act early, use an intervention to prevent a major consequence later (e.g. time out, safe space etc)

- Act reliably, be predictable and consistent focus the children on what you expect them to do and use positive framing.

- Act proportionately, make responses relative, **don't go nuclear unless the situation is nuclear.**

- *Remember the first person you need to discipline and have control of is you…*

- Behaviour is the way we act and respond to people and situations we find ourselves in, behaviour is communication.

Stages of Behaviour

We aim to minimise the attention given to poor behaviour and enable children to develop positive behaviour through range of strategies, generic and individual.

All staff will utilise classroom management strategies and use positive approaches to support pupils to make the right choice. If re-engagement strategies have been unsuccessful and the child's behaviour is impacting on teaching and learning staff will use the following procedure:

To help me achieve my best the adults will:

1. Give pupils a verbal warning (and remove a Dojo Point if appropriate)
2. Expect me to make up 5 minutes lost learning
3. Expect me to make up 15 minutes lost learning

Teachers will remind pupils at each stage that they can, through making the right choices, turn their behaviour around and move back up the system.

-If a child does not display appropriate behaviour in class they will lose a Dojo Point before making up 5 or 15 minutes which will be paid back at break or lunchtime.

-If a child is repeatedly having make up time the class teacher will inform SLT, who will arrange to meet with the child's parents/carer's to discuss solutions to difficulties. A log of this will be kept by the Headteacher on CPOMS.

-If a pupil is causing significant disruption or presenting challenging behaviour they will be sent to a member of SLT for the remainder of the session.

-Pupils will be supported to settle to task, pupils will not return to class if they continue to be disruptive or oppositional. Parents will be informed if their child has been to the reflection room. Parents may be contacted to attend if pupils' behaviour continues to be challenging.

-Full day isolation will be decided, if necessary, by a member of SLT but must be agreed, and confirmed, by the Headteacher.

-Parent/Carer and child to attend an isolation meeting with staff on the morning of inclusion.

-The decision to exclude a pupil will be made by the Headteacher. In the absence of the Headteacher a member of SLT may make the decision. However, wherever possible this should be discussed with the Headteacher before the decision is made.

-Logs will be printed and given to parents half termly outlining when their child has been sent to reflection or isolation.

-Pupils causing concern will be raised at phase meetings. Staff and the SLT will look to solutions to difficulties and draw upon a range of resources to support the pupil in making progress. Parents/Carer's will be involved in this process. Staff and parent/carer's will work together to support pupils to achieve their best hopes for a positive future.

This information is outlined in the Behaviour Flow Chart for staff.

Appendix

Coupals Primary Academy Whole school overview of rewards and consequences	
Rewards	Sanctions/consequences
1. Class celebrations 2. Celebration certificates 3. Gold Postcard sent home for achieving 25 Dojo Points 4. Gold Postcard behaviour raffle 5. Attendance at 'Always Club' 6. Whole class reward afternoon 8. Special roles in school – e.g. Head Boy/Girl, Team Captains	1. Behaviour logged and 'time owed' 2. Parents contacted by member of S.L.T – initially a phone conversation 3. If behaviour persists, meeting with parents led by SLT with pupil present 4. If behaviour persists, meeting with parents led by Headteacher with pupil present 5. Internal isolation (SLT only) 6. Fixed-term exclusion (Headteacher) 7. Outside agency support 8. Managed Move 9. Permanent Exclusion (Headteacher only)