



Behaviour Policy – March 2018
(incorporates Anti-Bullying Policy)

At Courthouse Green all children should have a safe and happy place to learn, to do this we aim for all children to demonstrate impeccable behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions.

Our school rules

Be Kind

Be Safe

Be Responsible

These rules are used consistently across the school and children are taught through assemblies, work in class and the PSHCE curriculum what it means to follow these rules at different ages and in different places, in and out of school. All classrooms have the **rules displayed** and they are regularly referred to as part of the children's learning. Children should always be praised for following the school rules.

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying

Stop, think, do

The school rules and **stop, think, do** should be used by all adults to support children to make the right behaviour choices. If a child has not shown good behaviour choices the language of the rules should be used to help the child reflect on and improve their future behaviour.

PROMOTING POSITIVE BEHAVIOUR

Good behaviour must be role modelled and promoted by all staff at all times. Around school children should be given regular, specific praise for excellent behaviour.

Our school reward system is **GEMS**. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community. The children need to work together as a class to collect as many GEMS as they can, encouraging collaboration and positive relationships.

G Growth mindset. To encourage a growth mindset about their potential ability children will be rewarded for qualities such as perseverance, motivation, resilience.

E Effort. Children will be rewarded for making a particular effort in their learning or in their behaviour.

M Manners. Children will be rewarded for showing good manners to each other, school staff or visitors to the school.

S Success. Children will be rewarded for personal successes in their learning in or out of school.

Collecting GEMS

Gems can be rewarded to children by any adult in school. When awarding GEMS it is important that the adult is specific about the reason for giving the GEM to re enforce the positive behaviour that the child is showing. The children will collect the gems in their class treasure chest and they will be counted each week. During the **Thursday GEMS** assembly the top class in each year group will receive a large jewel on their crown. These will be displayed in the hall for children to see their ongoing progress.

At the end of each half term the 3 classes across school with the most jewels in their crowns will receive a book token to buy a book for their class reading area.

Every week each class will nominate a **class GEM** to a child who has shown excellence in growth mindset, effort, manners or success. A child or the teacher will explain why that child has been chosen, in Thursday assembly, and the child will receive a sticker, a certificate home to parents and they will be added to their classroom display.

Encouraging responsibility

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school. These responsibilities include:

1. Roles in the classroom- taking the register, table monitors, line leaders and enders etc
2. Anti bullying champions- Year 3-6
3. Playground song leaders- Year 1-6
4. Student parliament Year R-6
5. Eco council member Year 2-6
6. Prefects- Year 6
7. Head boy and Head girl- Year 6

Behaviour for Learning

Through teaching and promoting a growth mindset, children at Courthouse Green learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning at all times.

We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying unacceptable behaviours they will be referred to the school's intervention team using the behaviour audit and a support programme of work is planned with an assigned learning mentor.

REFLECTION

Supporting children to reflect on their own behaviour

It is our policy for all **children to learn to take responsibility** for their behaviour and to understand the consequences of inappropriate behaviour. Following a behaviour incident it is essential that an adult discusses the issue with the child, not in learning time, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can **improve the behaviour** and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology (written in detention) or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident.

Supporting Reflection for children with a being interruption/ attachment

Children with attachment difficulties will find self regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child.

1. I can see that you are feeling.....I understand that this must have upset you.
2. When I am upset/ cross I need to.....but it is not ok to.....if you are angry you can.....
3. I am going to help you make the right choice and put this right.....
4. Plan small steps how to correct behaviour. First we are going to..... (and complete this step), now we are going to..... We may need to voice this thinking out loud for the children.

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

Adults reflecting on behaviour

It is essential that **all adults in school reflect on the behaviour of the children** they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour.

SANCTIONS

Unacceptable behaviour

All staff are expected to use the Vital Relational functions (as part of our Thrive strategy) to support children whilst addressing unacceptable behaviours. This supports children to learn to self-regulate their own behaviour through the support of predictable and emotionally regulated adults.

The Vital Relational functions are:

- Attune: Be alert to how the child is feeling.
- Validate: validate their perspective/experience/feeling. Validate the feeling not the behaviour.
- Containment: Catch it, match it and digest it by thinking about it out loud and offering it back, named, in small digestible pieces. Make the experience manageable.
- Calm/ Soothe: demonstrate emotional regulation by soothing and calming their distress, enabling them to address the behaviour.

All unacceptable behaviour must be dealt with and addressed with the child **(though if a playtime/lunchtime incident this should be dealt with either at the end of the day or during lunchtime rather than interrupting learning time)**. Every classroom should be a positive learning environment and children should feel safe in all parts of the school. The approach must be **consistent and supported by all adults** in school.

Level 1: behaviour that can be effectively managed within a classroom environment by the class teacher.

Level 2: more serious negative behaviour that is not so easily managed in the classroom environment and may need year group leader involvement.

Level 3: serious negative behaviour where the child has deliberately chosen to hurt or damage, or persistent level 2 behaviour, involvement of a senior leader

Level 4: very serious unaccepted behaviour or persistent level 3 type behaviour, involvement of DHT/ HT

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> |
|---|--|--|---|
| Not on task/ wasting time | Any persistence of level 1 | Any persistence of level 2 | Any persistence of level 3 |
| Deliberate avoidance/ not completing work | Telling lies | Stealing | Serious acts of sustained violence towards children or adults eg. Kicking, fighting, hitting. |
| Distraction, calling out, attention seeking behaviour | Teasing others, name calling, making unkind comments | Not responding to instructions/ uncooperative behaviour | Continued refusal of an adults reasonable request |
| Negative body language | Play fighting, rough/ aggressive play | Inappropriate/ bad language. Any homophobic or racist language | Bringing dangerous items into school |
| Accidental damage to school/ others property through careless behaviour | Answering back | Deliberate graffiti on school property- including books | Racial or prejudice abuse |
| Running indoors | Retaliation | Deliberately hurting another child | Bullying including cyber bullying |
| Distracting other children, chatting in class or assembly | | Deliberately damaging another child's property | |

All children are entitled to a calm and safe place to learn and if a child's behaviour is disrupting this they will be asked to leave the classroom. If a child continues to not follow instructions to keep themselves or others safe then parents will be contacted to take the child home to complete their learning with a view to reintegrate the child back into school when they are calm, ready to learn and to follow the school rules.

Consequences for unacceptable behaviour

Level 1

All adults will use a calm, firm tone and directly address the child when talking about behaviour.

Strategies should be used to deescalate behaviours when they are first observed:

- Distractions eg. Getting the child to do a job
- Offering to help the child eg. I can see you are starting to get frustrated, how can I help?
- Praise the behaviour you want to see in others.
- Give positive affirmation of success eg. I know you will be able to....
- Time given to use thrive box to self regulate.

For level 1 behaviours that have not been addressed by de-escalation strategies teachers should follow these procedures:

1. Give a Verbal warning

This is the first time I am asking you to (State the desired behaviour) if I have to ask you again I will put your name on the board.

2. Name on the board

This is the second time I am asking you to (state desired behaviour) so I am putting your name on the board. If I have to ask you again then you will get a tick and miss 5 minutes playtime.

3. Tick next to name

This is the third time I am asking you to (state desired behaviour) so you will miss 5 minutes playtime. If I have to ask you again then you will work in another classroom in year group(KS2)/ have time out (KS1)

4. Leave the classroom

You are continuing to disrupt the learning in our classroom so you will have time out/ take your work to another classroom.

In key stage 1 if the child's behaviour continues to disrupt learning following a time out they will be asked to work in another classroom in their year group.

If a child continues to distract learning when they have been asked to leave their own classroom then they will be taken to complete their work with a senior leader.

Once a tick is given next to the name children will miss 5 minutes of their playtime/ lunchtime in their own classroom to complete work.

Each child should have a fresh start at the beginning of each morning or afternoon.

If this behaviour is persistent and children are regularly missing playtimes it will escalate to level 2.

Level 2

Teachers must log all level 2 behaviours on CPOMS. The children will receive a detention/ 2 missed playtimes and be asked to fill in a reflection sheet to think about how they could improve their behaviour choices. Parents will be informed by text message of the detention. If persistent level 1 behaviour is disrupting the learning of others it may be decided that the child works out of their classroom for a fixed period of time.

Level 3

Teachers must log all level 3 behaviours on CPOMS. The child will be taken to a senior leader, not in learning time, to discuss what has happened. The child will miss 3 lunchtimes and will not be allowed to take part in extra-curricular activities for 3 days. Parents will be informed by the class teacher.

Level 4

Teachers must log all level 4 behaviours on CPOMS. The child will be taken to the head/ deputy head teacher to discuss what has happened. After investigation parents will be informed of the school's actions and will be expected to support the school's decision. An appointment will be made for parents, teacher, child and HT/DHT to discuss the child's future behaviour.

Consequences may include:

- Detention for up to a week
- Loss of extra- curricular activities/ any privileges

- School based community service
- A behaviour report card
- An internal exclusion where a child will work in school but not in their own classroom.
- Exclusion for a fixed period of time (1 to 5 days)

Red Card system

If a child is showing dangerous behaviours or is not following an adult's instruction then all teachers have a red card to request additional adult support. The red card should be sent first to the LSA within the year group and if further support is needed then to the office for a learning mentor to come and support. When an additional adult arrives, the teacher should clearly state that they either need the child to be removed to complete work with a senior leader or for the child to be supported to settle back into learning in the class.

When a child returns to class it is important that the adult helps set a positive tone for their return by stating they are pleased to have the child back for learning and showing this through their language, body language and facial expression.

Internal exclusion:

To support children who are presenting challenging behaviours in the classroom children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviours in school. They will be supported by senior leaders/ learning mentors who will help them practise strategies to ensure successful reintegration into their mainstream class.

Short term reduced timetables:

In exceptional circumstances there may be a need for a temporary, fixed term, part time timetable to meet a pupils individual needs. Parents will be attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they off site.
- Be shared and understood by parents with clearly recorded objectives

Reintegration following a fixed term exclusion:

If a child has been excluded from school they will attend a reintegration meeting on their first day back with the HT/ DHT and parents. This meeting will be to reflect on the behaviour that led to the exclusion and to set clear targets and planned support strategies to ensure that the behaviour is not repeated. Strategies for reintegration include:

- A fixed period transition plan building up a child's time back in school.
- A planned period of time in internal exclusion room
- Behaviour report card
- Actions for parents to put in place at home.
- Learning mentor support in direct work and/or in the classroom.

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set by DFE.

If children have persistent unacceptable behaviour an individual positive behaviour plan will be put into place. This will outline support given by class teacher, learning mentors, external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

Improving Behaviour Plans

An Improving Behaviour Plan is a school-based intervention to help individual children manage their behaviour in order to successfully complete their education at school. **An improving behaviour plan will be set up if a child is identified as at risk or permanent exclusion or at risk of failure at school due to disaffection.** School and parents will work together to set targets to improve behaviour, the plan will be reviewed after 4 weeks to decide if improvements have been significant and no further action is required, if additional external intervention is required

or if the information needs to be referred to the Triumph Trust board to decide if the child should continue their education at Courthouse Green.

EYFS and TRANSITION

Foundation Stage and Transition into Year 1

In the foundation stage the development of children's personal and social skills is very much at the heart of the curriculum. Children will have regular keyworker discussions about different types of behaviour and the consequences each behaviour has on others. If a child displays unwanted behaviour the following actions will be taken

1. A verbal reminder using positive language will be given to correct behaviour.
2. If the behaviour persists the child will be given a warning that if the behaviour does not stop the child will have time out.
3. If the behaviour continues time out will be given (3-5 minutes) for the child to reflect on their behaviour and how they can correct it.

If a behaviour is dangerous to the child or others around them then they will be moved immediately to time out.

It is essential that the reason for time out is clearly explained to the child so they understand what they have done wrong. Following time out children should be praised for good behaviour to ensure positive reinforcement of the school rules.

TRACKING OF BEHAVIOUR

Logging on CPOMS

All level 2, 3 and 4 behaviours must be logged on CPOMS by the class teacher. To do this:

1. Log in to CPOMS (<https://courthousegreen.CPOMS.net>)
2. Add incident
3. Type in the name of the child you wish to report on
4. Tick behaviour incident and a behaviour incident subcategories menu will appear.
5. Tick the level and description of the behaviour
6. In the incident box briefly explain the behaviour incident, include where, when and what happened. Include the consequence as a result of the behaviour and which school leader supported the behaviour incident.
7. Tick the issue resolved/ unresolved.
8. If you are reporting an incident that concerns other children in school please add them in the linked students bar.
9. Choose which staff to alert – ALWAYS Jenny Tegerdine and Jaz Bachoo (if a detention text needs sending)
10. If you have an action to add (you may have spoken to parent at home time about the incident). Again, alert Jenny Tegerdine
11. Be aware that once you have added an incident, it is quite likely that you will receive an action from Kate. CHECK YOUR EMAIL OR CPOMS DASHBOARD FOR ACTION ALERTS.

Monitoring of Behaviour Incidents

Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the DHT. This will allow any persistent issues/ children to be identified. If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the school inclusion team. A referral form will be completed by the class teacher and DHT and taken to the next inclusion team meeting.

LUNCHTIME

Lunchtime behaviour

Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children as much as possible for good behaviour choices. LTS will award GEMS to children clearly explaining why they are giving the GEM to the child.

Unacceptable behaviour at lunchtime-

1. Children reminded of the desired behaviour in a positive way, referring to the school rules eg. Remember to be safe and walk when you are inside
2. If the behaviour continues- this is the first time I am asking you to because it is not safe

3. This is the second time I am asking you.....If it continues you will have time out.
4. Time out is given (5 minutes at the edge of the playground/ dining room)
5. At the end of time out the LTS should clearly explain why time out was given and how the behaviour needs to be improved.
6. Re enforce the improved behaviour through lots of regular praise.

If the behaviour continues after time out or if it is felt it is not safe for the child to stay on the playground the child may be sent to detention. The **reason for sending a child to the detention room should be clearly explained** to the child. If a child will not cooperate or their behaviour is dangerous then LTS should call for the support of a learning mentor or senior leader.

Reporting to Teachers

LTS are expected to deal with behaviour issues that occur at lunchtime but any rough, aggressive or unkind behaviour must be fed back to the teacher or learning support assistant at the end of lunchtime. **Class teachers must log** level 2, 3, 4 behaviours that have occurred at lunchtimes on CPOMS.

ALLEGATIONS

Malicious Allegations against staff

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious consequences will be put in place that may include any of the above level 4 consequences and may lead to exclusion.

Physical contact with pupils

On rare occasions it may be necessary to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This may be to control a situation by standing between children who are going to fight or leading a child by the arm to remove them from a situation. Restraint may need to be used to prevent a pupil from attacking a member of staff or another pupil, or to restrain a pupil at risk of harming themselves through physical outbursts.

Physical intervention should be avoided where possible and other strategies should always be used if possible. It is essential to never use any more force than is necessary and to try to ensure there is no physical injury to the child or staff member. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Any incident involving physical intervention is a level 4 incident and full details of what happened and the intervention used should be logged and reported to DHT/ HT.

When a child needs to be handled we follow our school policy (**see Handling Policy**). If required, a Handling Plan will be created with parents to safe guard child and staff well being.

A shortened version of this policy is available to parents.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

At Courthouse Green we do not tolerate bullying of any kind. Every child has the right to learn in a safe and happy environment where all children respect each other as individuals.

Bullying can take many forms, it may happen face to face or indirectly through cyber bullying, all types of bullying will be taken equally seriously and will be dealt with appropriately. No child at Courthouse Green Primary should be in fear of bullying. We understand that friends have disagreements and fall out, this is not usually bullying. The 4 main types of bullying are:

| | |
|------------------|---|
| Physical | hitting, kicking, taking belongings |
| Emotional | spreading rumours, intentionally being unfriendly or excluding |
| Verbal | name calling, teasing, insulting child or family |
| Cyber | mobile phone calls, texts, use of social media to intimidate, insult or upset |

Bullying can be motivated by actual differences or perceived differences between children. It may be due to a prejudice against a specific group. Specific types of bullying include:

- Bullying related to race, colour, religion, culture or belief
- Bullying related to special educational need or disability
- Bullying related to appearance or health condition
- Bullying related to sexual orientation
- Bullying related to home or family circumstances, different family make ups eg. Looked after/ adopted children, children from lesbian, gay, bisexual or transgender families.

Our aim is to have no bullying at Courthouse Green but any reported cases of bullying will be dealt with swiftly to ensure the best care and education for the children at school.

Preventing Bullying

All children at Courthouse Green are taught to treat one another and school staff with respect. The curriculum, assemblies and specific PSHCE lessons teach children to understand themselves as individuals and celebrate the differences in the school community. Class discussions, stories and the curriculum provide opportunities for children to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Children are taught that the use of any prejudice based language is unacceptable. The schools behaviour policy ensures children take responsibility for their own behaviour and learn to understand how their actions can affect others.

Children are specifically taught about what bullying is and the forms it can take. They understand how they can prevent bullying and what to do if they are ever the victim of, or witness to, any incidences of bullying. The school has a team of Anti bullying champions (ABC) from year 3-6 who work with school staff to ensure we have a school free from bullying. The ABC meet regularly and their role in school is:

- To support children's play at lunchtime, including any children who may feel left out.
- Support any children who feel they may be suffering bullying
- Inform staff on how we can improve provision to ensure all children feel safe.

We use national initiatives such as anti bullying week and external agencies to further embed the work in school that bullying, of any form, is unacceptable.

Identifying Bullying

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school/ begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) and begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet

Reporting Bullying

All children and families should feel confident to report bullying without fear that further bullying will take place.

Bullying can be reported to:

- Any adult in school that the child/ parent/ carer feels confident to tell- teacher, senior leader, learning mentor, lunchtime supervisor.
- An Anti Bullying Champion
- A child can write a note and put it in their year group worry box- collected by LM daily

Dealing with bullying

Every case of bullying is a level 4 behaviour and will be logged on CPOMS and investigated by the Headteacher or Deputy Headteacher. Each case is individual and will be dealt with sensitively and swiftly. This may include talking with the victim and bully/ bullies, talking with other children who may have witnessed/ heard about incidents and parents will always be contacted.

Supporting children

Bullied children will always be given support, staff will reassure children that they are safe and the bullying must not continue.

Bullies must also be given support to ensure their attitude and behaviour can be improved for the future. However consequences will also be put in place in response to the behaviour, these may include:

- Writing a letter of apology
- Detentions and missed playtimes
- Loss of extra-curricular activities and privileges
- In serious cases, suspension or even exclusion may be considered

Resolving Bullying

All the children involved should be part of the discussions leading to a positive solution. Honest group discussions with a supportive adult should aim to resolve the situation and identify a positive way forward. Staff should ensure that they follow up any actions put in place and are vigilant to ensure no further bullying takes place.

Involving Parents/ Carers

- Parents/ Carers will be informed of policy and procedures for preventing, reporting and dealing with bullying.
- Regular newsletters from ABC to inform on the anti-bullying work in school
- Parent workshops/ information on how to identify if your child is being bullied and what to do if your child is a bully
- Parent workshops on cyber bullying and e safety.

Logging and Monitoring cases of bullying

All cases of bullying are logged on CPOMS (including cyber bullying), this information is monitored weekly by the DHT so any patterns of persistent behaviours can be identified. If any pattern of bullying was identified it would be addressed immediately.

An annual questionnaire to children and families is used to inform school practice and regular pupil and parent conversations identify any areas of potential concern and future actions.

Policy approved: March 2018

Policy to be reviewed: March 2021