

Behaviour Policy

'Visible consistency with visible kindness allows exceptional behavior to flourish'

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.

Because we promote a climate of kindness and want the best for each and every child we expect everyone in school to act as role models promoting our core values:

- *Act with kindness,*
- *Work with pride*
- *Be resilient*
- *Collaborate together*
- *Strive to improve*
- *Take responsibility*

These values are used consistently across the school and children are taught through assemblies, themed curriculum and PSHCE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the **values displayed** and they are regularly referred to as part of the children's learning. Children should always be praised for demonstrating the core values.

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 values 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 values 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 **Value 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.

Collecting Value gems

Gems can be rewarded to children by any adult in school. When awarding Value gems, it is important that the adult is specific about the reason for giving the value 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 weekly **Values** assembly, the top class in each year group will receive a large gem for the display. 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 gems will receive a book token to buy a book for their class reading area.

Every week each class will nominate a **Values champion** to a child who has shown **excellence** in demonstrating the core values. A child in the class will explain why that child has been chosen, in 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. Play leaders- 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
8. Peer Mentors- Year 6

Behaviour for Learning

Through teaching and promoting the core values, 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. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes positive behaviour is promoted, expected and encouraged through the use of whole class recognition boards and pride boxes. Teachers all follow the principle of “praise in public, discipline in private” to support the culture of kindness.

All adults in school use the “30 second script” to support children in making positive behaviour choices. (appendix)

Children are taught strategies to self regulate and manage their own behaviours through the use of the class thrive box, 5 minutes in the sensory room (children must use the pass) or breathing techniques.

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.

Lunchtime reflection

Children who receive a lunchtime reflection for level 2, 3 or 4 behaviours will be accompanied to the classroom by their class teacher or year group LSA with a clear explanation of the behaviour they have shown and how this does not demonstrate our school values.

The lunchtime reflection session is a circle time approach to:

- teach children the impact of the behaviours they have shown
- support children to take responsibility for their own behaviour
- know how to repair the impact of their behaviours with an apology
- have positive strategies to improve their future behaviour.

The circle time session is led by teachers and includes mindfulness and group discussions.

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.

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.

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 year group leader.

Level 4: very serious unaccepted behaviour or persistent level 3 type behaviour, involvement of DHT/ HT or senior leader overseeing the year group.

Level 1	Level 2	Level 3	Level 4
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	

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 the 30 second script.

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.

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 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:

- Reflection for up to a week
- Loss of extra- curricular activities/ any privileges
- An improving behaviour chart
- 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. This supports the child to repair the impact of their behaviour and promote an aspiration to be successful.

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 pupil's individual needs. Parents will 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 and the Local Authority.

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, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class. 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
- Improving behaviour chart
- 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 improving 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. The 30 second script will be followed.
2. If the behaviour continues thinking time will be given (3-5 minutes) for the child to reflect on their behaviour and how they can improve it.

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

It is essential that the reason for thinking time is clearly explained to the child so they understand which core value they have not shown. Following thinking time children should be praised for good behaviour to ensure positive reinforcement of the school's core values.

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 reflection 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 you may receive an action to follow up. 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 values points to children clearly explaining why they are giving to the child referencing the values.

Unacceptable behaviour at lunchtime

Lunchtime supervisors will use the 30 second script to support children to make good behaviour choices at lunchtimes.

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 reflection. The **reason for sending a child to the reflection 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.

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.

Policy approved: January 2019

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