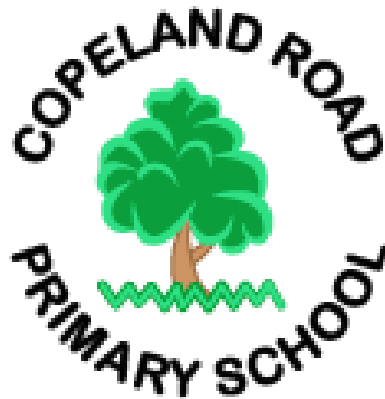


# Copeland Road Primary School



## Behaviour Policy and Statement of Behaviour Principles

|                          |               |
|--------------------------|---------------|
| Date Policy was reviewed | November 2022 |
| Procedure Review Period  | Annual        |
| Procedure Review Date    | November 2023 |

## **Introduction**

At Copeland Road Primary School we encourage outstanding standards of behaviour by developing codes of conduct based on shared values and mutual respect, supported by rewards and sanctions within the context of a positive whole school 'family' atmosphere. We endorse the advice in DfE publication 'Behaviour in Schools 2022'.

## **Legislation and statutory requirements**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Scope**

This policy statement refers to all children who attend Copeland Road Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

## **Statutory Duty of the School**

The Head teacher and the Governing body are ultimately responsible for promoting good behaviour and discipline in the school. Headteachers must publicise this policy by making it known within the school and to parents.

## **Rationale**

The management of behaviour and the need to develop good discipline throughout the school is a responsibility not only of the Headteacher and Governors, but of all staff; teaching and non-teaching, parents, and the LA. We also recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that an orderly positive atmosphere is necessary for effective teaching and learning to take place.

## **Entitlement**

At Copeland Road Primary School we want all our pupils to feel happy, cared for and safe in a structured and positive learning environment. They will be encouraged to give their best at all times, both inside and outside the classroom.

This will be achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently, alongside parental cooperation and involvement
- Children being aware of the school behaviour system, including rewards for good behaviour and sanctions for inappropriate behaviours
- Ensuring pupils feel they are important as individuals and that their work is appreciated
- Praising children for their achievements and efforts
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they

- can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect
- Having a calm, purposeful and happy ethos throughout the school.
- Encouraging increasing independence and self-discipline, ensuring all children learn to accept responsibility for their own behaviour.
- Ensuring the safety of all children and adults within the school.
- Providing common and effective structures to promote effort, achievement and positive behaviour.

### **Class Charters**

Class Charters are written, agreed and designed to make clear how we can achieve outstanding behaviour. They are reviewed with classes each year and constantly referred to. Our behaviour system and class charters are displayed on all classroom walls. They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and reinforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

### **We expect our pupils to represent our school values that are based on Gem powers, we want our children to:**

- be independent: Diamond Power
- be kind: Ruby Power
- be resilient: Emerald Power
- be focussed: Sapphire Power
- share: Amethyst Power
- collaborate: Topaz Power

### **Our Behaviour Management Procedures**

We celebrate and praise good work, behaviour, attitudes and individual effort at Copeland Road Primary School. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour. Teachers and support staff will follow the principles of the 'Restorative Approach' when managing children's behaviour.

### **Rewarding Good Behaviour**

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same. Some of the ways we reward children are:

- Verbal praise and feedback by all members of staff
- Positive comments in children's books
- Praise rewards such as stickers, certificates
- Visiting the Headteacher with 'good work' and good news
- Headteacher awards, stickers and a ticket in Fred the frog box (5 drawn every half term)
- 'Good to be Green' stickers and cards
- Gold cards
- Presentation of awards they have received inside and outside school
- Weekly Celebration Assembly
- Achiever of the Week Award
- Writer of the Week Award
- Good to be Green Award
- Weekly Gem Power Awards - Diamond – problem solving, Ruby – kindness, Emerald – resilience, Sapphire – focus, Amethyst – co-operation and Topaz for collaboration
- A Good to be Green sticker on the class chart for remaining green all week
- A chocolate Freddo for consistently staying on green, given at the end of every half term (up to one sticker missing due to yellow or red cards allowed)
- Informing parents through meetings
- Class Rewards
- Team points
- Treat
- Some classes also have Star Points, a prize box, coupons and raffles in their class too, depending on cohort needs

## **Behaviour Procedures**

Every class and all staff use the same gold, green, yellow and red card system for recording and reporting behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes, lunchtimes or during Breakfast Club and After School Clubs. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements. The cards are displayed in each classroom. Every child will start each new day without a card and will need to earn their green card (see the list below) and it is expected that the majority of children will remain green all week.

### **The 'motto' of the approach is: 'It's Good to be Green'**

- If a child misbehaves a staff member will initially speak with the child, e.g. verbal reminder and non-verbal communication. They will indicate the behaviour they are unhappy with and outline the consequence of continuing with this behaviour.
- If the inappropriate behaviour continues, the child will be given a yellow card and miss five minutes of their break time for verbal reflection (recorded on CPOMS).
- If the child persists in this same inappropriate behaviour, he/she will be given a red card and miss their break time for verbal and written reflection (recorded on CPOMS).
- The child may be asked to leave the classroom to speak to the Headteacher or Deputy Headteacher
- The Headteacher will consider the nature and circumstances of the inappropriate behaviour and will make a decision regarding whether the child can return to the classroom or will have to work away from the class.
- Where a child understands the purpose of their actions, there will be zero tolerance for swearing, physical assault (deliberate kicking, punching, hitting, etc.) or damaging property. Any of these behaviours will result in a child moving immediately to a red card or a warning (both recorded on CPOMS) and discussing their behaviour with the Headteacher.
- Parents will be informed of their child's inappropriate behaviour (yellow card, red card or a warning) either in person or via a message or phone call.
- Any inappropriate behaviour during assembly, playtimes etc. will be initially reported to the class teacher and the class teacher will deal with it accordingly. (Serious incidents will be reported immediately to Headteacher or Deputy.)
- Lunchtime staff will follow the same card system, they will report to staff at the end of lunchtime about any inappropriate behaviour and the class teacher will deal with it accordingly. Serious incidents will be reported to the Headteacher or Deputy Headteacher immediately.
- If a child gets two yellow cards within a day it is treated as a red card.
- If a child gets two red cards within a week it is treated as a warning.
- If a child gets a warning they will miss their break and lunchtime that day (or the next day depending on the time). This might also result in a child working in school, away from their class.
- If a child gets a yellow card, red card or a warning this will prohibit them from representing the school at out of school extra-curricular activities.
- If a child is regularly getting yellow and red cards or warnings then we will speak to their parents to let them know and they will then be given a 'My Choices Card' to monitor behaviour and look for patterns or triggers (communicated to parents and recorded on CPOMS).

### **Gold Card Behaviours**

- Any exceptional or consistent behaviours, attitudes or work above and beyond expectations

### **Green Card Behaviours**

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Having the correct equipment to work
- Handing in homework on time
- Looking after school equipment
- Keeping the classroom tidy
- Using good manners at all times
- Helping others

### **Yellow Card Behaviours**

- Distracting others
- Talking when other people are talking

- Not following instructions
- Saying unkind things
- Being rude and answering back
- Not looking after school equipment/environment/own and other's property.
- Not lining up/moving around school sensibly
- Poor attitude

### **Red Card Behaviours**

- Inappropriate language
- Refusing to follow instructions
- Being physically aggressive
- Being verbally aggressive
- Damaging school property
- Taking other peoples' belongings
- Throwing items in class

### **Extreme Behaviours that lead to a Warning**

- Deliberate serious physical aggression to other children or staff
- Serious verbal abuse to staff and other pupils
- Deliberate damage to school or other pupils property
- Taking other peoples' property without permission
- Deliberately throwing objects at other pupils or staff
- Aggression and violence towards any child or adult

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own class charter
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Parents**

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc. is always available. Staff are happy to be approached about worries parents may have concerning their children. If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

### **Incidents of a Serious Nature**

Incidents of a very serious nature or a persistent nature will be referred to and dealt with by the Headteacher or Deputy

Headteacher. This will usually involve the Headteacher or relevant member of staff working closely with the child and his/her parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

### **Serious misbehaviour is defined as:**

- Repeated breaches of school expectations
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Additional support**

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

Teachers may monitor behaviour using a 'My Choices Card' which will highlight areas giving cause for concern and children can start to understand that home and school work together to solve problems.

When a child is on the Special Educational Needs register for specific behavioural difficulties (SEMH), the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement

with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child.

It may be necessary in some cases to request advice from Crisis Response or the Educational Psychologist and use their expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required. Other expert advice may come from a Social Worker or Police. In the most extreme situation, where a child's behaviour means that they are becoming a danger to themselves and/or others, staff may employ the 'Team Teach' techniques, including positive handling. All incidents will be recorded and reported to parents. In some cases suspension may need to be considered.

### **Suspension**

If a pupil behaves in an unacceptable manner or the pupil is endangering other pupils, themselves or an adult it may be necessary to suspend the pupil. In such cases the Headteacher will contact the parents of the child giving the reason for the suspension. The school reports all fixed term suspensions to the Local Authority and to the Governing Body. The school also works closely with the Crisis Response Team to prevent further fixed term suspensions and ultimately permanent exclusion, this may result in a managed move to another school for the pupil. A programme of support and a risk assessment will be implemented with children, parents, staff and other professionals on return to school from fixed term suspensions.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

### **Evaluation**

The behaviour of the children is under constant review by staff, and approaches are adapted or modified for individual children or incidents, while still keeping to the broad guidelines contained in this document. Class teachers record all incidents and consequences and these are analysed by the Headteacher on a regular basis.

### **Policy Review**

This policy will be monitored and frequently reviewed to ensure it meets the needs of the pupils and the school. The Headteacher and Governing Body will have responsibility for the implementation, management, monitoring, resourcing and review of this policy.

### **Written statement of behaviour principles:**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Standards and Curriculum committee annually.