

# Coppice Primary Partnership

*An Ethic of Excellence*



## Behaviour & Anti Bullying Policy

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### Behaviour & Anti Bullying Policy

Loose Primary School committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## Aims of the Policy:

- 1) To create a culture of exceptionally good behaviour: for learning, for community for life
- 2) To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- 3) To refuse to give learners attention and importance for poor conduct
- 4) To help learners take control over their behaviour and be responsible for the consequences of it.
- 5) To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- 6) To promote community cohesion through improved relationships.
- 7) To ensure that excellent behaviour is a minimum expectation for all.

## Purpose:

To provide simple, practical procedures for staff and learners that:

- 1) Recognise behavioural norms
- 2) Positively reinforces behavioural norms
- 3) Promote self esteem and self discipline
- 4) Teach appropriate behaviour through positive interventions

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly.

## A. SCHOOL VALUES

Our values are central to all that we do and should be reflected across the school. Our school values are as follows:

With **TRUST** we lead, with **PRIDE** we act, with **RESPECT** we serve, With **COMPASSION** we care, with **DETERMINATION** we excel.

Each class will have a values recognition board, highlighting each value and an Ethic of Excellence board.

### **Expectations of Adults**

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- 1) Take time to welcome learners at the start of the day.
- 2) Be a visible presence around the site and especially at transition times.
- 3) Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- 4) Regularly share good practice.
- 5) Use behaviour data (recorded on MYCONCERN or ARBOR) to target and assess school wide behaviour policy and practice.
- 6) Regularly review provision for learners who fall beyond the range of written policies.

## B. REWARDS

1. All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour.
2. Good behaviour (including behaviour for learning) will be rewarded in the following ways:
  - 2.1 Verbal praise and recognition.
  - 2.2 Recognition of one of our values and the value placed on a photograph of the child on our ethic of excellence board.
  - 2.3 Reward for reaching the ethic of excellence, certificate home. If achieved 6 times bronze certificate and reward from classteacher, if another 6 times silver award, reward with Phase leader, if another 6 times gold award and reward with HT or DHT
  - 2.4 Positive Phone Calls Home
  - 2.5 Postcards home
  - 2.6 House points awarded for:
    - 2.6.1 Demonstrating our values
    - 2.6.2 Perseverance and determination
    - 2.6.3 Good behaviour
    - 2.6.4 Being kind, considerate and polite
    - 2.6.5 Good attitudes to learning
    - 2.6.6 Demonstrating good learning skills

## B. CONSEQUENCES

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions	Script
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder	"Do you remember what you're supposed to be doing? Can you tell me what you should be doing now?"
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.	"stop, think, .....make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after class for restorative conversation/10 minutes in reflection time)	Speak to the pupil privately and give them a final opportunity to engage.  If the warning is not heeded and the behaviour continues this must be recorded on Myconcern/Arbor. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time with a Senior Leader. Class teacher must inform parents by phone call.  Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.	Use the 30 second scripted intervention <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Loose Primary School, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you...? • That is who I need to see today...</li> </ul>

		Thank you for listening... then give the child some 'take up' time.
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.	"I've already given you your final reminder, I now need you to go...Please take your book/work with you."
5) Repair Restorative Conversation	<ul style="list-style-type: none"> <li>At the next possible break/lunchtime, or as soon as possible afterwards a restorative conversation MUST take place with the class teacher and child or the two children concerned, using the restorative questions. (SLT can support where required).</li> </ul>	<p>5 questions is usually enough from the following: What happened?</p> <ul style="list-style-type: none"> <li>What were you thinking at the time?</li> <li>What have you thought since?</li> <li>How did this make people feel?</li> <li>Who has been affected?</li> <li>How have they been affected?</li> <li>What should we do to put things right?</li> <li>How can we do things differently in the future?</li> </ul>
Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion	If a child has three incidents in a term requiring reflection the Behaviour lead will inform parents with a letter. This must be recorded on MYCONCERN. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on MYCONCERN. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term exclusion.	

1. Class teacher redirects child's choices and offers an opportunity to change the behaviour.
2. Use of values board for reflection and behaviour change.
3. Time outside of the class to cool off and re-connect with expected behaviours.

4. Regular communication with parents.
5. Complete missed work during break time with the class teacher/TA.
6. Internal seclusion
7. If continued then – 15 minutes 'Reflection' (Withdrawal at lunch/break time – child to reflect on behaviour and plan for how they can improve this) Teacher to inform parents.
8. Three times in 'Reflection' in a term – letter home to parents from Phase Leader.
9. Five times in 'Reflection' in a term – Meeting with parents (Consider setting up a Behaviour Support Plan)
10. This will be the expected strategy for all classes to use and for duty staff and lunchtime staff to use during unstructured times. Values recognition board will be in place in every classroom. Children will have 2 reminders at lunchtime before being sent in to a member of senior staff on duty to receive children for them to reflect on their behaviour. This will take place the following day if at the end of the session.
11. Approaches for younger children will be adapted by the class teachers to ensure that this system is age appropriate.
12. These approaches to using sanctions and consequences to modify behaviour will be sufficient to target the behaviour management of the majority of our pupils. Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems. See Appendix 1 for strategies for dealing with the small minority of children who fall outside this policy.

#### D. THE RESTORATIVE APPROACH

1. Accepting that conflict is an integral part of life is crucial to adopting restorative approaches. There will always be misunderstandings, competing needs and interests, and differences of opinion. In a school the pupils will not always behave as one would wish. Dealing with conflict is part of an educator's job. Restorative approaches help us to take action on conflict as an opportunity to foster learning and build better relationships.
2. When children present inappropriate, anti-social, disrespectful or challenging behaviour, particularly when such behaviour impacts negatively on relationships, the Restorative Approach will be used.
3. The Restorative Approach focuses on the harm that has been done and seeks ways to repair that harm.
4. Three principles of Fair Process will inform this approach:
  - 4.1 Engagement – all participants will be involved in the process.
  - 4.2 Explanation – a shared understanding will be reached.

4.3 Expectation Clarity – a clear vision for the future will be shared.

5. The 'Reflection' time will be used to develop a clear understanding of what was inappropriate and what needs to change in the future.

#### E. VERY SERIOUS INCIDENTS

1. The most serious incidents will be dealt with immediately by a member of staff and recorded on a serious incident form. (See Appendix 2) This form must be given to a member of the senior leadership team. Examples of very serious incidents include:
  - 1.1 Pre-meditated or unprovoked serious violence.
  - 1.2 Prolonged defiance or deliberate disobedience.
  - 1.3 Continued unsafe or unkind behaviour (Including bullying and discriminatory behaviour).
  - 1.4 Extremely foul and/or discriminatory language.

#### F. Positive Handling

1. In the most serious incidents when a child is at risk of hurting themselves or others, a Positive Handling approach will be used. The term 'positively handling' describes a broad spectrum of risk reduction strategies. Positively handling is a holistic approach involving policy, guidance, management of the environment, and deployment of trained staff. Restraint is only a small part of the framework. Holding may form part of a positive behavioural support response if it calms and soothes the individual. Even when holding is necessary as a safeguarding response, the expectation is that people communicate with the child, assess the situation and continue to look and listen for opportunities to divert and de-escalate.

#### G. EXCLUSION

1. Restorative approaches seek to teach children to take responsibility, act with respect and promote a calm, positive atmosphere in the school. It is hoped that the need for exclusions will be rare.
2. Parents will be notified of the reason for the exclusion. As part of the child being re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to repair the harm that has been caused and reintegrate the young person into the school community and to ensure that the offending behaviour is not repeated. A Pastoral Support Plan (PSP) may be put in place. All those involved in the return to school meeting will receive a copy of the notes.

## Anti-Bullying Policy

### I. APPROACH TO BULLYING

1. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING SCHOOL – anyone who knows that bullying is happening is expected to tell the staff.
2. Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.
3. In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.
4. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. It causes pain and distress to the victim.
5. Bullying can take many forms. The 5 main types are:
  - 5.1 Physical - hitting, kicking, taking belongings.
  - 5.2 Verbal - name calling, insulting or racist remarks.
  - 5.3 Cyber - bullying – using text messages, email, chat rooms, social networking sites etc.
  - 5.4 Spreading unpleasant stories about someone, excluding someone from social groups.
  - 5.5 Sexual - unwanted physical contact or abusive comments.
6. Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

### J. AIMS

1. We aim to prevent bullying in each school within the Trust.
2. We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.
3. We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
4. We aim to improve the facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.



K. REASON FOR BEING A VICTIM MAY BE:

1. Race/sex/background.
2. New child in school.
3. Child with family crisis.
4. Disability.
5. Timid children who may be on the edge or outside a group.

L. REASONS FOR BEING A BULLY MAY BE:

1. Victim of violence.
2. Bullied at home.
3. Enjoyment of power/creating fear.
4. Not allowed to show feelings.
5. Copying behaviour at home or on TV.
6. Unhappy.
7. Insecure (coward at heart).
8. Self-hating.

M. EARLY SIGNS OF DISTRESS:

1. Withdrawn.
2. Deterioration of work.
3. Spurious illness.
4. Isolation.
5. Desire to remain with adults.
6. Erratic attendance.
7. General unhappiness/anxiety/fear.
8. Late arrivals.
9. Bed wetting.

10. Cry themselves to sleep.
11. Unexplained cuts, scratches, bruises.
12. Unexplained missing possessions.

#### N. FRAMEWORK FOR ANTI-BULLYING CAMPAIGN

1. Prevention is better than cure so we will:
  - 1.1 Be vigilant for signs of bullying.
  - 1.2 Always take reports of bullying seriously and investigate them thoroughly,
2. Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher, SLT member as appropriate.
3. A log of all bullying incidents will be kept and incidents should be recorded on the serious incidents form.

#### O. EACH CLASS TEACHER SHOULD:

1. Use the curriculum and the school values increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.
2. A no blame approach will be taken in order that both wrongdoer and victim can be enabled to find a solution to the relationship difficulty and the harm can be repaired. If a contract is drawn up between the parties involved, it is important that the teacher monitors its implementation and the progress the pupils are making. If the contract is not being followed it may need to be amended. If it becomes clear that pupils have no intention to follow the contract, more serious consequences will follow. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

#### P. DUTY STAFF SHOULD:

1. Ensure pupils are supervised at playtimes and lunchtimes.
2. Patrol secluded areas such as toilets, corridors, and doorways.
3. Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
4. Investigate every allegation of bullying.
5. Encourage children to use the play equipment and quiet areas around the school.

Q. PARENTS:

1. Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. In serious ongoing cases of bullying, parents will be invited to participate in the restorative conference.
2. If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

R. BULLYING OUTSIDE OF SCHOOL:

1. The school will also support a child and their family with any reported bullying out of school, including online bullying.

## APPENDIX 1

### Extreme Behaviours

#### SANCTIONS FOR EXTREME BEHAVIOUR

1. Certain totally unacceptable behaviours bypass the sanctions in the main policy. These are:
  - Pre-meditated or unprovoked serious violence
  - Prolonged defiance or deliberate disobedience
  - Continued unsafe or unkind behaviour (Including bullying and discriminatory behaviour) ☒  
Extremely foul and/or discriminatory language
2. These behaviours result in parents being informed, outlining the behaviour that has taken place. A school leader will investigate the whole incident. The parent will be invited in to discuss the situation and to develop, with the school, a behaviour support plan if necessary. Ultimate sanctions for non-cooperation or non-compliance with the behaviour support plan could result in exclusions of some kind. Records must be kept by the Class Teacher (or relevant adult) and sent to the school leader responsible. If the behaviour of a child or children becomes a danger to the class, the Class Teacher should remove the class for their own safety and take them to another room.

#### PLAN B (INDIVIDUAL BEHAVIOUR SUPPORT PLAN)

This stage is for children for whom the main policy / procedures used have not been effective in changing their behaviour, week after week.

Aims of this plan are to:

- Inform and engage the whole school
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling (Positive handling trained staff) of pupils
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour (ABCs, running record, Functional Analysis)
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Ensure other pupils are supportive of behaviour modification and feel secure e.g. Rewards will go towards class reward system to give class an opportunity to support the individual's plan e.g. 5 sessions of doing the right thing leads to 'a bead in the jar' for the class

Pro-active - Possible planned steps:

- Timetable changes
- Staffing
- Differentiation
- Use of key adults - the whole school informed
- Consistency of staff (actions and words). Plan action to support changes
- Tell the child and walk away

- Offer help
- Allow take-up time
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviour Systematic rewards - immediately contingent upon target behaviour

Re-active - Be aware of early signs and take immediate action - Unexpected behaviours

- Scripted steps (allowing time and space in between steps)
- Direct instruction
- Instruction and reminder of reward
- State choice of consequence (target behaviour & reward or no reward)
- Carry out consequence (low-level, consistent, will take time)
- Time out directed

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach
- Adopt a relaxed non-threatening stance
- Plan distraction
- Offer clear boundaries
- Transfer to a different adult if appropriate
- Individual Behaviour Support Plan Sanctions should be as low-level as possible and short term. Low-level action that is consistent and certain is more effective than higher level action. Sanctions should be planned and fair, they must not damage the relationship between pupil and staff
- Consequences should be short term

## TIME OUT

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for positive handling.

## PLAN C (PASTORAL SUPPORT PROGRAMME / PSP)

A small percentage of children whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, could lead into a pattern of exclusion within a few days if the main behaviour policy is applied to them. This is not deemed to be the right course within our ethos. These children will therefore be subject to a Pastoral Support Programme (PSP) and the whole school will be informed and know who they are. Their individual programme will be drawn up through multiagency working and will involve the parents. It will be reviewed regularly and all staff given a synopsis of outcomes.

## Extreme cases

In extreme cases, it may be necessary to isolate a child (internal exclusion). If so, a school leader will be called and the child will go with him/her (and possibly a classroom TA/other adult). This will be for the child to complete the work set by the class teacher or until the child has either calmed down or been collected by the parents.

## Formal steps to avoid exclusion

Whenever possible we strive to avoid the use of exclusion as a sanction for bad behaviour. We have therefore devised a hierarchy of sanctions, where a fixed term of exclusion is only used after all other avenues have been exhausted. We involve parents as partners in finding ways of helping their child to be a full and useful member of the school community. Knowing that school and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour, and to avoid the following steps.

## Exclusion

Parents will be notified of the reason for the exclusion following KCC guidelines. Before the child is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to try to ensure the offending behaviour pattern is not repeated.



Serious Incident Recording Form

Pupil's Name			
Date, time, place	Date	Time	Place
Names of other pupils involved			
Antecedent What led up the incident?			
Behaviour Brief description of the incident			
	Was this a bullying incident?	YES / NO	
Consequence What action was taken by the member of staff recording this incident			
What did the child agree to change?			
Member of staff completing this form:	Name	Signed	Date
<b>Senior Leadership Team Action</b>			
Date restorative conference took place		Confirm restorative agreement drawn up and signed	
Any further information			
SLT member of staff taking restorative action	Name Signed	Date	



Reflection – Pupil Record Sheet

Name:	Date:
Year Group:	Class:
What happened?	
Who do you think has been affected by your actions? In what way were they affected	
What do you need to do now to make things right?	








Reflection – Pupil Record Sheet

What have I done?

Hurt another child	
Not listened to an adults instructions	
Been rude to an adult or another child	
Made poor choice more than once	
Stopped myself and others from learning	

How did I cause other people to feel?

<p>Scared</p> 		<p>Sad</p> 	
<p>Unhappy</p> 		<p>Angry</p> 	
<p>Worried</p> 		<p>Hurt</p> 	

What do I need to do now to make things right? (This may be scribed by an adult)

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