



Copperfield Academy

Behaviour Policy September 2019
Review: September 2020



Copperfield Academy: Behaviour



Copperfield Core Values

Creativity, Team Spirit, Enquiry, Independence, Communication and Reflection

Narration of the positive:

At Copperfield we use a whole school focus on narrating the positive. The use of positive language allows for positive reinforcement and rapid de-escalation of any volatile behaviours.

How are they used and what they look like:

Narration of the positive must be modelled consistently by **ALL** adults when talking to each other and the children.

Use body language (Non-verbal communication)	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
Diversion	'You alright there Jack? Come down off the roof thank you.'
Refocus	'Adam, what should you be doing?'
Use of role models	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
Depersonalisation	'I like you, but four times now you have been fiddling with your pencil case.'
Rule reminder	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'
Assertive instruction	'Amy – pen down – thank-you. (Establish eye contact, mean business)
Partial Agreement	'I hate you Mr. Smith!' 'Maybe you do, but.....', (Agree and diffuse)
Choice and consequence	'If you choose to do X, then Y will happen.'
Smile therapy	Simply smile at the child misbehaving.
Humour	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'

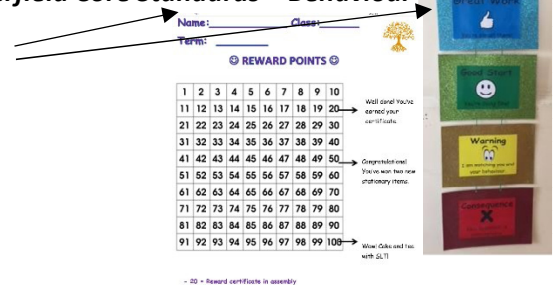
In class behaviour

USE ALONGSIDE THE BEHAVIOUR STEPS CHECKLIST

In class we use a behaviour ladder. Every pupil starts on green (beginning of every lesson) and has the opportunity to work their way up to purple by working hard and showing that they are following the **Copperfield Core Values**. If pupils reach purple then they get a stamp on their personal chart to earn rewards. If however some pupils do not follow the rules and break the **Copperfield Core Values** then they earn a red card. **Children can always earn their way back up the ladder.**

Example of the reward chart alongside the behaviour ladder in classrooms.

**All these resources are available on the shared drive - Copperfield Core Standards – Behaviour*



Out of class behaviour:

Outside of the class behaviour is rewarded through the use of **Castle Point Tokens**. These tokens are given to pupils by Teaching Assistants and Lunchtime supervisors at break and lunch times. **THEY ARE ONLY USED OUTSIDE THE CLASSROOM**

There are two types of tokens that can be rewarded;

A smaller purple token worth 1 Castle Point



A larger White token worth 2 Castle Points



When rewarding tokens you may feel that the child has earned more than just the one token so there is the option of rewarding them with a 2 point one.

The tokens are earned by pupils who show **Copperfield Core Values** outside the classroom e.g. playing with another child who has no one to play with, picking up rubbish off the floor and sharing playground equipment etc.

Once pupils have earned the tokens they put them into the Castle Point boxes in either the KS1 hall or KS2 hall. These are then counted every week by the Castle Captains and the winner is announced in Friday assembly.

Example of what the Castle Token boxes look like in each Key Stage Hall



***All Castle Tokens can be found in the staff room ready to take out on duty and will be returned there once the tokens have been counted on a Friday**

Tracking and logging:

Along with systems, rewards and incentives it is vital that all challenging behaviour is logged and tracked.

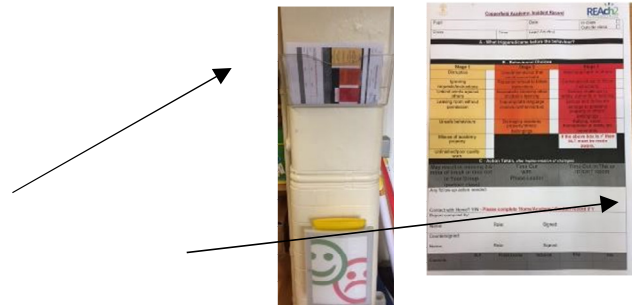
In class if a child has been moved to **yellow or red** then an 'Incident Report Form' needs to be filled out and put into the class folder. These must be handed to AK or DHT. Adults can use their own discretion for low level yellow behaviour.

When outside the classroom if any behaviour is witnessed by an adult it is vital that it is logged on an 'Incident Report Form' as it would in class. These then need to be folded and put into the face boxes (one in the KS1 hall and one by the slope leading into KS2).

Logging and tracking behaviour helps build a picture about a child's behaviour and can help with support programmes to prevent the behaviour from continuing or will be the evidence base for fixed/permanent exclusions.

Example of the 'Incident Report Form' and the box where outside the class behaviour is logged.

****Spare forms are kept by the face boxes***



Racist and Homophobic Incidents:

1. All Racist and Homophobic incidents must be reported to the DHT/Headteacher.
2. The member of staff reporting the incident must then report it other Phase Leader.
3. The Phase Leader must will speak with the parents of perpetrator and the victim (face to face or by phone).
4. The Phase Leader must will speak with the parents of victim and the victim (face to face or by phone).
4. The Phase Leader will then complete the Racist and Homophobic Incident Form.
5. The Phase Leader will then complete and send (via the office) to the perpetrator and victim (after discussion with DHT if needed – letters kept in DHT office).
6. Local Authority (KENT) will be contacted.

How it is recorded in school:

1. All Racist and Homophobic incidents must be reported to the DHT/Headteacher. 2. The member of staff reporting the incident must then report it other Phase Leader. 3. The Phase Leader must will speak with the parents of perpetrator and the victim (face to face or by phone). 4. The Phase Leader must will speak with the parents of victim and the victim (face to face or by phone). 4. The Phase Leader will then complete the Racist and Homophobic Incident Form. 5. The Phase Leader will then complete and send (via the office) to the perpetrator and victim (after discussion with DHT if needed – letters kept in DHT office).								
Reported by	Date & time of incident	Victim (name/year group/ethnicity/gender)	Perpetrator (name/year group/ethnicity/gender)	Type of Incident	Racist/Homophobic Motive Proven/Unproven	Action Taken	Outcome	Other Agencies involved

Please attach any additional statements to this document

Vision and in practice

Our Vision at Copperfield Academy we recognise that learning is a life long journey. Our creative and nurturing environment supports all pupils through their journey, aspiring each individual in becoming confident, successful independent learners. We aim for all our pupils to actively engage in a learning experience which inspires, motivates and challenges them. We are an inclusive school where the cultural diversity that exist amongst us is celebrated and aids our deeper understanding of the world we live in. We have high expectations of all our pupils and work in close partnership with all members of the school community to build successful, resilient, responsible citizens of the future. As a school we aim to always lead and let others follow.

At Copperfield Academy we have high expectations for behaviour and learning of all of our pupils. We believe that pupils should intrinsically want to learn and aim to create an environment where pupils enjoy and are active participants in their own learning. At Copperfield Academy we strive for 'Outstanding Behaviour' throughout the school day. We aim to create an environment where pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils speak confidently about their learning and their school to adults they know and visitors to the school. Teachers encourage pupils to be proud of their hard work and their subsequent achievements. Adults within school model a high standard of spoken English in accordance to the English policy.

Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Teachers provide opportunities and model for pupils through lessons and assemblies how to debate different issues in a respectful way. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. Pupils understand the importance of education as lifelong learners. Teachers encourage a thirst for learning throughout school. The Deputy Head Teacher will establish links with local feeder secondary schools to ensure pupils are successful in all stages of their education.

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. All adults in school model impeccable conduct. Teachers plan and deliver lessons which encourage and promote independence amongst pupils.

Teacher's lessons are engaging for all pupils and as a result incidences of low level disruption are extremely rare.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Teachers plan and teach lessons on all types of bullying (Cyber, racist and prejudice based bullying.) Pupil 'Advocates' across the school support the school in preventing all types of bullying. At Luton we have a no tolerance policy on any forms of bullying (See Anti-Bullying Policy).

Staff and pupils deal effectively with the use of derogatory or aggressive language. Copperfield Academy has a no tolerance policy on aggressive and derogatory language. All adults in school model a high standard of spoken English in accordance to the English policy.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations

and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Copperfield Academy promotes a healthy lifestyle through PE lessons and after school provision. Within school teachers follow a PSHCE scheme of work to help pupils stay safe and understand age appropriate relationships.

Pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Throughout every year group there is opportunities within the ICT scheme of work to educate pupils on online safety. Pupils are regularly updated, reminded in class lessons, whole school assemblies and themed weeks.

Behaviour in the Classroom

We understand that pupils should be rewarded for positive behaviour and those pupils who demonstrate behaviour which disrupts their own or others learning may need support.

Class teachers are responsible for creating a positive ethos through praise and encouragement for good learning and desirable behaviour. This can be achieved by:

1. Being consistent in their approach
2. Using praise more readily than sanctions
3. Ensuring that the curriculum followed by the pupils is stimulating and matched to the needs and interests of the pupils.
4. Ensuring that the classroom is well equipped with appropriate materials and resources.
5. Careful planning of the curriculum with differentiation for the individual needs of the child.

If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and Phase Leader. The level of support will be appropriate to the need of the teacher, the class and the child. Copperfield Academy employs a Nurture Leader who can work with the pupil to support any underlying issues and help modify behaviour. The purpose of intervention is not simply to discipline but to modify behaviour. Persistent disruptive behaviour can indicate an underlying problem, which needs investigation. The leadership team will work with the school Deputy Headteacher for Inclusion to put suitable support in place.

Fixed Term Exclusions

1. In case of exclusion the school will follow the guidance set out in the DFE 2012 guide (updated in February 2015) 'Exclusion from maintained schools, Academies and pupil referral units in England'.
2. The head teacher is responsible for deciding fixed term exclusions.
3. Records of the incidents must be recorded before a decision is made.
4. When a pupil returns from fixed term exclusion a reintegration meeting will take place. Parents, pupils and teachers will welcome pupil back into school. Class teacher will ensure that there is systems in place to welcome pupils back to class and support their learning in class. (For example, pupil or adult may discuss learning that the pupil has missed).
5. During a fixed term exclusion pupils must be provided with appropriate learning that meets their needs.
6. Parents will be issued with a guide to exclusions, this may include a timetable for day and prompt sheet.

Internal Exclusions

1. Pupils may be placed on internal exclusions if the Head Teacher/Deputy Head Teacher feel that their behaviour is impacting on others learning or if they feel that the pupil needs removed for a 'cooling down' period.
2. The teacher must provide learning that is appropriate to the pupil's levels and learning that the pupil can work through independently.
3. Pupils will be placed in a safe area where they will have no contact with other pupils.

Pupils with Special Educational Needs Copperfield Academy recognises that every pupil is an individual and that every pupil has different needs. When implementing the behaviour policy teachers are responsible for ensuring that they follow the guidance set by the Deputy Headteacher for Inclusion and external agencies. It is the responsibility of the Leadership Team to monitor that the guidance is being met.

Positive handling

In extreme cases when a pupil needs restraint to protect themselves or others. All parents/carers will be informed in a restraint has taken place (see Appendix 3).

Ready2Learn is a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.

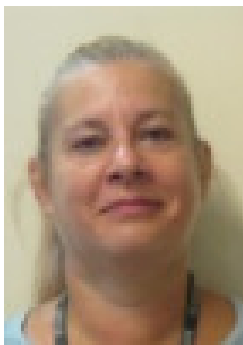
Ready2Learn consists of between 2 to 10 children, normally from Years 1 to 3, led by our **Ready2Learn** leader and LSAs. Children attending the **Ready2Learn** remain an active part of their main class, spending appropriate times within the **Ready2Learn** group according to their need, and typically return full time to their own class within two to four terms.

Ready2Learn assess learning and social and emotional needs and give help that is needed to remove the barriers to learning. The relationship between the two **Ready2Learn** staff is always nurturing and supportive, providing a role model for children. Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

Ready2Learn support is not limited to the **Hawthorne** class, as all classes embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils attending the school.

Ready2Learn also supports pupils not in **Hawthorne** class on a daily basis. If pupils are moved to red and deemed necessary (see behaviour policy) then they will go to the **Ready2Learn** room to complete any missed learning for a period of time.



Ready2Learn Leader



Ready2Learn Support

Appendix 1

The Copperfield Way - Behaviour Steps Checklist

ALL PUPILS CAN WORK THEIR WAY BACK UP THE LADDER

- Step 1a** At the first available opportunity, the behaviour of the pupil is recognised (e.g a reassuring touch on the shoulder) and the pupil will then be told that this will be addressed with him/her later on in the lesson. If after a short amount of take up time the behaviour continues then issue a verbal warning.
- Step 1b** Pupil receives a warning from the adult and his/her name is placed on the 'yellow section' of the behaviour ladder. This results in the pupil missing 2mins break time.
- Step 1c** If disruptive behaviour persists, the pupil will be told by the teacher to **go to their partner class for a maximum of 10 minutes.**
- Step 2** If disruptive behaviour persists, the pupil will be moved to red and will be sent to the Phase Leader.
- Step 4** If disruptive behaviour persists, the pupil will then be removed by the Deputy Headteacher/Headteacher
- Step 5** If the pupil is still not compliant, they will be taken to 'an SLT room' to work without adult support. An appropriate length of time will be agreed and amount of work to be completed before the pupil may be allowed to go back to class.

If pupils reach purple then they get a stamp on their personal chart to earn rewards.



Name: _____ Class: _____
 Term: _____



☺ REWARD POINTS ☺

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

→ Well done! You've earned your certificate.
 → Congratulations! You've won two new stationary items.
 → Wow! Cakes and Tea with SLT!

Appendix 2
Behaviour Incident Forms



Copperfield Academy: Incident Record



Pupil:		Date:	In class <input type="checkbox"/>		
			Outside class <input type="checkbox"/>		
Class:		Time:	Lead Adult(s):		
A - What triggered/came before the behaviour?					
B - Behavioural Choices					
Stage 1		Stage 2		Stage 3	
Disruption		Unsafe behaviour that could cause harm		Intentional harm to others	
Ignoring requests/instructions		Repeated refusal to follow instructions		Continued refusal to follow instructions	
Unkind words against others		Repeatedly stopping other children's learning		Serious challenge to safety, authority or learning	
Leaving room without permission		Inappropriate language choices (written/verbal)		Serious and deliberate damage to academy property or others' belongings	
Unsafe behaviours		Damaging academy property/others' belongings		Bullying, racist, homophobic or ability led comments	
Misuse of academy property		If the above box is ✓ then SLT must be made aware.			
Unfinished/poor quality work					
C - Action Taken, after implementation of strategies					
May result in missing 2-6 mins of break or time out in Year Group (partner class)		Time Out with Phase Leader		Time Out in The or HT/DHT Room	
Any follow-up action needed:					
Contact with Home? Y/N - Please complete 'Home/Academy' Contact record if Y					
Report compiled by:					
Name:		Role:		Signed:	
Countersigned:					
Name:		Role:		Signed:	
Copied to:	SLT	Phase Leader	Inclusion	BSA	File

Appendix 3

Positive Handling

Positive Handling Procedures SUMMARY OF GUIDANCE FROM

All staff – authorised and unauthorised – need to understand their powers and the options open to them. They need to know what is acceptable and what is not.

Develop positive handling plans for individual pupils assessed as being at greatest risk of needing restrictive physical interventions in consultation with the pupil and his or her parents. Any planned use of physical intervention should be compatible with a pupil's statement and properly documented in school records.

Teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis (such as using personal communication passports and non-verbal signals to indicate the need to use a designed quiet area or cool-off base) and ensure staff are familiar with these strategies.

Reducing the likelihood of situations arising where use of force may be required

Although preventative measures will not always work, there are a number of steps which schools can take to help reduce the likelihood of situations arising where power to use force may need to be exercised:

- a) Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- b) Developing effective relationships between pupils and staff that are central to good order;
- c) Adopting a whole-school approach to developing social and emotional skills. The *Social and Emotional Aspects of Learning (SEAL)* programme provides staff development opportunities and curriculum materials for helping pupils to develop skills such as managing strong feelings.
- d) Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- e) Recognizing that challenging behaviour is often foreseeable;
- f) Effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring the pupil can see a way out of a situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil; and
- g) Wherever practicable, warning a pupil that force may have to be used before using it.

Deciding if use of force would be appropriate

The judgement on whether to use force and what force to use should always depend on the circumstances of each case – crucially in the case of pupils with SEN and/or disabilities – information about the individual concerned.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- a) The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;

- b) The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and

- c) The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified. Examples of situations that particularly call for judgments of this kind include:

- a) A pupil attacks a member of staff, or another pupil
- b) Pupils are fighting, causing risk of injury to themselves or others
- c) A pupil is committing, or on the verge of committing, deliberate damage to property
- d) A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object

- e) A pupil absconds from a class or tries to leave school other than at an authorised time.

Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would: Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or

lead to behaviour that prejudices good order and discipline, such as disrupting other classes;

- f) A pupil persistently refuses to follow an instruction to leave a classroom.

- g) A pupil is behaving in a way that seriously disrupts a lesson; or

- h) A pupil is behaving in a way that seriously disrupts a school sporting event or school visit

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Using force

Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Recording an incident

The member of staff involved in an incident is usually best placed to compile the record. It would be good practice for the member of staff with lead responsibility for safeguarding to check the record and for the school to provide the member of staff involved in the incident with a copy of the final version.

The record is likely to form part of the pupil's educational record as it is a record of information which is processed (obtained, recorded and held) by or on behalf of the governing body of the school (or teacher at the school, other than for personal use), relates to the pupil, and originated from or was supplied by a teacher employed by the governing body or the local authority.

After any recordable incident, parents should always be informed

Wherever possible, it is best to telephone parents as soon as possible after the incident before confirming details in writing. It is also good practice for parents to be given a copy of the school's policy on the use of force and information on post-incident support.

Post-incident support

Serious incidents that require use of force can be upsetting to all concerned and may result in injuries to the pupil or to staff. Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid. It is also important to ensure that staff and pupils are given emotional support. *A full copy of this report is available from the DFE website / school office*