Behaviour Policy August 2020
Review: Monthly 2020-2021

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing at all times of the day. This means:

· sitting children at desks that are far apart (where possible)

· ensuring everyone queues and eats further apart than normal

· keeping apart when in the playground or doing any physical exercise (where possible)

· visiting the toilet one after the other

· staggering break times

· putting guidelines on the floor in corridors (where needed)

· avoiding unnecessary staff gatherings

In line with this approach, we expect pupils as well as adults to follow this approach which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be very challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards children (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing is now an important part of our behaviour policy. It is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

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.'

Individual and Class/Bubbles Rewards

Pupils will have the opportunity to earn individual purple points. These points earn them rewards.

20 *points – certificate*

50 *points – 2 x stationary items etc*
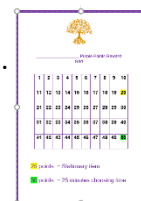
Rather than Castle Tokens pupils will now earn class points (these are to support with whole class behaviour and can be used throughout the day). This will be represented by a class chart that is displayed in the classroom.

Points at the end of the week earn rewards within their teaching group. Please see examples of rewards below (these rewards can be decided by your class/bubble)

Examples of rewards could be;

20 Class Points – Extra 5 minutes break time (in class due to social distancing guidelines)
30 Class Points - Arts and Crafts afternoon
50 Class Points – Film afternoon

Class points are tracked by the class teacher and restart weekly for the time being.

Steps

The expectation for social distancing is now an important part of our behaviour policy. It is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

Therefore, rather than pupils being moved to a different classroom for reflection, pupils will now reflect in their own classroom/bubble. Deployment of adults should prevent this (high engagement, support and differentiation) but they can also be used to enforce intervention if necessary.

Step 1	Pupils engaged in high quality first teaching. Adults deployed to meet needs of pupils. Clear and firm boundaries in the classroom.
Step 2	At the first available opportunity, the behaviour of the pupil is recognised (e.g. eye contact 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 3	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 2 minutes of break time.
Step 4	If behaviour persists then pupil's name will go to 'red section' and will have reflect on their behaviour in class e.g. the use of a table and adult away from others will allow them time to do this. The pupil can go for a time out with their Phase (Bubble) leader.
Step 5	If disruptive behaviour persists, the pupil will then be removed by the Deputy Headteacher/Headteacher.

Logging & Tracking

All behaviour incidents that result in the pupil's name being moved to <u>red</u> must be recorded on Arbor. This will allow us to track the incidents and may help up to build a picture if necessary.
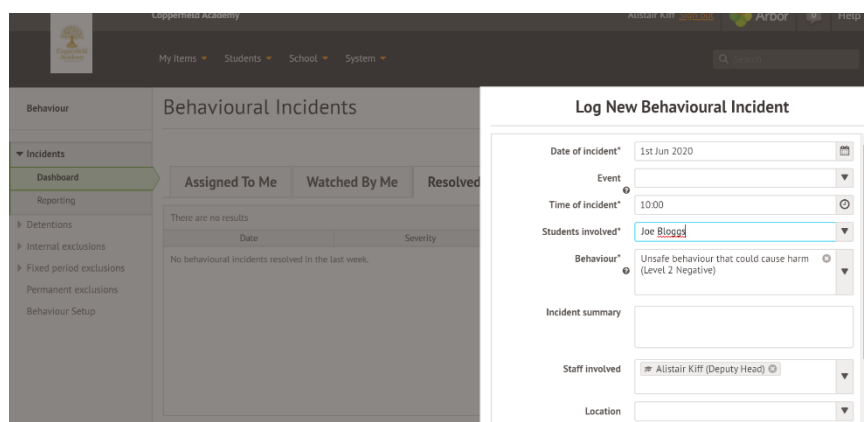
Follow the steps below;
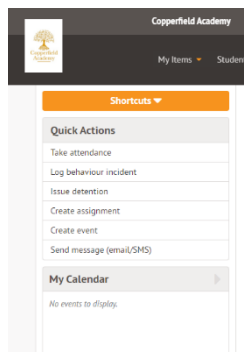
1. Click on 'Log behaviour incident' on the left-hand side on the menu

4. Complete the form
5. Make sure that you add 'Alistair Kiff' to staff involved as this will allow us to track incidents
6. You will be asked to confirm incident

Prejudice based Incidents:

1. All Prejudice 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 Prejudice 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.

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.) Our Learning Council across the school support the school in preventing all types of bullying. At Copperfield 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.

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 are 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. This includes where SEN support plans give explicit guidance on how to support individual pupils to maintain social distancing. It is the responsibility of the Leadership Team to monitor that the guidance is being met.

Peer on Peer Abuse

Some children may abuse their peers, which can manifest in many ways, including bullying, physical abuse, online abuse, sexual harassment and sexual violence, 'sexting' and initiation/hazing. Harmful or abusive behaviour between pupils in our academy is not tolerated: we do not believe that it is to be expected, or to be accepted. staff will be alert to this, but will ensure that all incidents of peer-on-peer abuse are taken equally seriously regardless of the identity or gender of the perpetrator and

victim/s. Any report of peer-on-peer abuse will be swiftly investigated, recorded and responded to in line with the academy's behaviour and anti-bullying policies.

Positive handling

This will be used in extreme cases when a pupil needs restraint to protect themselves or others. In line with government guidance on social distancing, this will only be used where there is a palpable threat to the safety or wellbeing of others.
All parents/carers will be informed in a restraint has taken place (see Appendix 3).

Ready2Learn Provision: Hawthorne Class

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, usually 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.

Appendix 1

The Copperfield Way - Behaviour Steps Checklist

ALL PUPILS CAN WORK THEIR WAY BACK UP THE LADDER

Step 1	Pupils engaged in high quality first teaching. Adults deployed to meet needs of pupils. Clear and firm boundaries in the classroom.
Step 2	At the first available opportunity, the behaviour of the pupil is recognised (e.g eye contact 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 3	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 2 minutes of break time.
Step 4	If behaviour persists then pupil's name will go to 'red section' and will have reflect on their behaviour in class e.g. the use of a table and adult away from others will allow them time to do this. Pupils can have a time out with Phase (bubble) leader.
Step 5	If disruptive behaviour persists, the pupil will then be removed by the Deputy Headteacher/Headteacher.

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

Appendix 2
Behaviour Incident Forms

Copperfield Academy: Incident Record

Pupil:		Date:		In class ☐
				Outside class ☐
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

Positive Handling

Positive Handling Procedures

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort. For pupils with significant SEND and behavioural needs where positive contact is routinely used we will amend these plans where possible to use alternative strategies. Focused work will be carried out to support these pupils to understand how they will be supported. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handing is required in the interests of safety and pupils.   This will be where a failure to intervene could lead to harm. In these instance, this will be carried out in accordance with the guidelines within this policy.

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.

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 physical intervention may be required

Although preventative measures will not always work, there are several steps which schools can take to help reduce the likelihood of situations arising where power to use physical intervention 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) 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.
d) Recognizing that challenging behaviour is often foreseeable;
e) 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

f) Wherever practicable, warning a pupil that physical intervention may have to be used before using it.

Deciding if use of physical intervention would be appropriate

The judgement on whether to use physical intervention and what physical intervention 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.

Whilst decisions to use physical intervention need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances.

Using Physical Intervention

As always, staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident.

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 physical intervention and information on post-incident support.

Post-incident support

Serious incidents that require use of physical intervention 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*