



Co-op Academy
Princeville

Behaviour and Inclusion Policy

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Policy details

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Policy owner: Ryan Lewis

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Introduction

Co-op Academy Princeville behaviour policy should be read in conjunction with the document Behaviour and Discipline in Schools January 2016.

Co-op Academy Princeville wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

Amended (in Red) in light of Covid-19 - Amendments ratified by Governors November 2020

Aims

- To implement procedures for managing behaviour which are supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- To provide a safe, nurturing environment that takes into consideration the break in schooling due to school closure.
- Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property.
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour, placing the emphasis on discipline rather than punishment.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- To implement new procedures for managing behaviour, promoting social distancing, and advocating hand and respiratory hygiene in light of the Covid-19 pandemic.
- To promote the Co-op Ways of Being; Do what matters most, Be yourself, always, Show you care, Succeed together.
- Following any altered routines for arrival departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school as per specific instructions (for example, one-way systems out of bounds areas, queuing)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus (COVID-19)
- Rules about sharing any equipment or other items including drinking bottles

- Amended expectations about breaks or play times, including where children may or may not play
- Use of toilets
- Clear rules about coughing or spitting at or towards any other person
- Clear rules for pupils at home about conduct in relation to remote education
- Rewards and sanction system where appropriate



The school's values guide all work with children when dealing with behaviour management; the Vision, Mission and Aims of the school are included at the back of this policy.

This document has been updated in line with the Government document, Planning guide for primary schools:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

The key principles that will be discussed with pupils upon their return are outlined below:

Consistent Approach

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- Co-op Academy Princeville expects children to be well-behaved, well-mannered and attentive; e.g. Children address adults using their names (Mr Smith etc.); they say *please* and *thank you*; they hold doors for each other and say "After you."
- Children walk in lines, remaining 2 metres apart from each other at all times, with *hands by their side*, without talking around school.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Children should wear clean clothes, preferably school uniform, every day.
- Children are expected to be punctual.
- If a child has a disagreement with another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.

- Foul or abusive language should never be used.
- Sexist, homophobic or racist language should never be used.
- Incidents should be dealt with straightaway.
- Children should not bring anything from home, other than a coat (see confiscation policy).
- Incidents of eSafety and cyberbullying, including the use of Google Classroom, are dealt with in the same manner as other forms of unkind behaviour

NB. The Department of Education's publication 'Behaviour and Discipline in schools - Advice for headteachers and school staff' (January 2016) states that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" page 9.

Positive Behaviour Management

- At Co-op Academy Princeville, teachers teach good behaviour rather than criticise poor behaviour.
- All adults model the courtesy, respect and behaviour codes expected of pupils at all times.
- All adults model the behaviour they expect of pupils, for example not talking in assemblies.
- All adults talk about behaviour explicitly e.g. prepare children by making it clear what is expected in different situations; admire examples of thoughtful or caring behaviour; help children to learn from one another.
- All adults reinforce rules and systems rigorously so that the children learn to adopt safe practices.
- Adults spend time discussing behaviour when things have gone wrong so that children can learn from mistakes and cope with difficult situations positively.
- Adults spend time resolving friendship differences working to develop children's understanding and sense of justice, forgiveness and reconciliation.
- All adults model social distancing measures.
- All adults spend time introducing and consistently reinforcing new rules in light of Covid-19 pandemic.
- All adults model good hand and respiratory hygiene.

Behaviour Strategies and Teaching Good Behaviour

Adults at Co-op Academy Princeville believe that children need the support of a scaffold around them in order to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills in order to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or unfamiliar of the expectations. We have developed a range of contexts for teaching good behaviour:

- Nurture & wellbeing activities
- Curriculum
- Class teachers' own incentive systems
- FS/KS1 Behaviour reward chart
- Pastoral team (see policies and systems)
- Extra-curricular activities (forest school)

The school maintains professional relationships between children and adults. Adults are positive role models that set high expectations within a caring learning environment, but they expect children to do their very best at all times.

Rewards

All the children will start on the cloud, if they remain there for the entire day they will collect one dojo, which will then accumulate for the week. Children earning 5 or more Dojos in a week will take part in a Friday treat, as decided by the class or bubble (See behaviour script). Additional dojos will be awarded at the end of each session for those pupils following the new school rules regarding Covid-19.

Some examples of these treats could be: a 'beat the teacher' game on the whiteboard, dancing, individual games on tables, craft activity.

Sanctions

The adults at Co-op Academy Princeville do not let things pass; every incident or example of less than our best is tackled in some way. We believe that tackling small actions consistently reinforces the messages about good behaviour to children.

In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable, not the child as a person.

Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Head Teacher concerning future conduct.
- Withdrawal to another part of the classroom for a fixed time (with timers used as a visual reminder for children)
- Withdrawal to another part of the classroom for the rest of the session.
- Google Hangout with a member of SLT to discuss behaviour.
- Use of a green report card.
- Fixed term exclusion (term 1 – 5 days)
- A phone call to parents informing them of their child's behaviour.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour - to be held remotely.
- Daily report to the Head Teacher to confirm that behaviour has been satisfactory (term: one week) carried out via Google Hangout

- KW/V group - For continued, serious incidents at lunchtimes the child may be internally excluded for the lunchtime period (term: one week).
- If the problem is severe or recurring – referral to the Inclusion Manager or Pastoral Team
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the Governing Body and the LEA. Parents have the right of appeal to the Governing Body against any decision to exclude their child. (see exclusions policy)

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

NB: This is not an exhaustive list; each case will be dealt with individually

Procedures for Dealing with Minor Breaches of Discipline

- Redirect to another activity
- Talk to the child – Playtime/lunchtime

Where children have taken responsibility for their actions; e.g. told the truth immediately, said that they are sorry, named their own sanction appropriately; sanctions are reduced to reflect the lessons learned. Adults model the importance of forgiveness and reconciliation.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close cooperation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively. These will be carried out remotely (e.g. over the phone) during the Covid-19 pandemic.

Responsibilities of Adults in the school

- Adults must implement and model the Positive Behaviour Policy at all times.
- Teachers must discuss *appropriate behaviour* with children in anticipation of the many different contexts that they are introduced to in school.
- Teachers must recognise their duty to minimise the possibility of inappropriate behaviour by:
 - o providing interesting, challenging and well-paced lessons that motivate and engage the interest of pupils
 - o carefully organising their classrooms; and
 - o supervising movement around school
- Support staff must be in their assigned positions ready to supervise children properly.

- Every opportunity to build children's self-esteem through direct and indirect praise and positive reinforcement must be exploited by all adults.
- Teachers and other adults must ensure that all interactions with children are characterised by positive language. Adults talk to children in a polite and respectful manner, modelling the behaviour codes they expect from the children at all times.
- Raised voices and a change of tone of a voice are sometimes necessary in certain circumstances to indicate levels of disapproval but adults must never present themselves as *out of control* or in danger of breaching the spirit of this policy.
- Through their actions and discussions with children, adults model forgiveness and reconciliation to resolve situations and provide learning experiences for the children.

Serious incidents are recorded on CPOMs.

CPOMs Serious Incident Record

This is used to record:

- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc). We report to the LEA on any incidents of this nature.

CPOMs Discipline Record

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.

Exclusion must always be recorded. This is for serious occurrences of challenging behaviour (see exclusions policy).

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All adults are aware of the government document Use of reasonable Force July 2013 and are aware of the law in relation to handling children.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. (Page 5)

A Positive Handling Incident entry is completed on CPOMs and the situation discussed with the Head Teacher or SLT member responsible for pastoral care who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

All incidents of positive handling are reported to parents at the first opportunity.

Script for behaviour procedure

We will always look for children doing the right thing and behaving well.

- Say the "name of the child" raise a finger and say 'that's 1 you have...' - no more talking make sure you look directly at them. When saying "that's 1", wait 5-10 seconds to give the child a chance to self-correct before continuing.
- Child acts out again (can be different behaviour) - you say, 'that's 2 you have...' Again, no more talking or showing emotion. Avoid engaging the child in an argument.
- Child acts out again- you say, 'that's 3 you have...' child is then led to a 'time-out' space within the classroom and given a timer with X minutes (Rule is typically one minute per year...i.e. age four = four minutes). If the child tries to talk or is acting out in time-out, pick your battles. Disengage and don't pay attention to them.
- When the time out has been served, tell the child why they have reached step 3 on the behaviour chart. Once this is done the child continues with the day.
- In cases where a child hits or swears, you immediately go to 'that's 3 you have...' They don't get multiple chances to hit or swear at others. In this case, it is important to explain to the child that a specific word is not acceptable.
- Names need to be taken off from the behaviour chart at the end of the day. Every day should be a 'fresh start'.
- If the child goes through the 1, 2, and 3 process twice a day the Key stage Assistant Head Teacher needs to be informed who will liaise with the HT/DHT/AHT Leading Inclusion to discuss the monitoring process (report card).
- If a report card is issued the class teachers will set three behaviour targets for the child for the week.
- Positive behaviour will be rewarded with dojos. All the children will start on the cloud if they remain there for the whole day they will receive one dojo. Each child can be awarded 5 dojos a week, plus bonus dojos for carefully following the new school rules. Those children with 5 dojos on a Friday will take part in a small, in class treat, to be decided by the bubble on the Monday of each week. The treat will be in line with the Co-op Academy Princeville Risk Assessment.

