

Good Behaviour Policy

The Courtwood approach to behaviour and discipline.

Approved by the Full Governing Board
on
20 March 2018

Pupils at Courtwood have:

A right to learn

A right to be safe

A right to be treated fairly

A right to be happy

A right to be listened to

*Nurturing Knowledge;
Learning for Life*



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DOCUMENT CONTROL

Authorisation

Authorised by: Full Governing Board

Date: 20 March 2018

Change History

Editor	Comment	Date	Version
Meg Gibbons	Based on the original previous policy, involving the whole school community in 1993. Appendices added over the years during previous reviews.	03-03- 10	1.0
Meg Gibbons	Basic aims and rewards/sanction kept in, but the policy content reduced.	Jan. 2012	1.1
Staff input	Reviewed by key staff as consultation	Jan. 2012	1.2
Trish Farrelly	Minor adjustments to 'Use of Reasonable Force' section	Nov 13 January 2014	1.3
T Farrelly	Minor adjustments to 'Rewards and Sanctions'	April 2015	1.4
TFarrelly	Updated	Sept 2016	1.5
J Stawman	Updated to include appendix 1 – Behaviour and Consequences Chart – Classroom and appendix 2 – Behaviour and Consequences Chart – Playground/ Lunchtime	January 2018	1.6
TFarrelly	Reviewed and agreed changes.	Feb 18	1.7
FGB	Approved by the Full Governing Board	20.3.18	2.0

Document References

#	Title	Date	Version
MP01 November 2011	NAHT Model Policy Advice MP01	Jan. 2012	
DfE – Steer Report	Ensuring Good Behaviour in School – a summary	July 2011	

#	Title	Date	Version
DfE	Use of Reasonable Force to Control or Restrain	February 2012	Updated from 2011

Distribution List

Name	Date	Method
Governing Body	January 2012 May 2015	MLE Governors' Room
Whole school community	March 2012 May 2015	MLE School office
Whole school community	September 2016	Email Website
Whole school community	March 2018	Website Staffroom

INTRODUCTION

Purpose

Good behaviour underpins good learning. This policy is based on the school ethos, as exemplified in our Rights and Responsibility approach.

Background

This is a statutory policy.

Abbreviations

Abbreviation	Meaning
SLT	Senior Leadership Team
SEND	Special Educational Needs and Disability
PBP	Positive Behaviour Plan
Parents	Parents/persons with parental responsibility including carers and Local Authorities
LAC	Looked after children
CPD	Continuous Professional Development
CAMHS	Croydon Adolescent Mental Health Service

Other documents and policies that relate to this policy:

Inclusion Policy

Dealing with allegations of abuse against teachers and other staff – Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools. Dept. for Education. DfE-00061-2011

Courtwood Anti-Bullying Policy

Equalities Policy

POLICY

AIMS

- ✓ We aim to create an environment in which children can develop as caring and responsible people, regardless of gender, social background, race, ethnicity, special educational needs or disabilities, young carers duties or sexual orientation.
- ✓ We aim to foster: self respect, consideration and respect for others, respect for authority, care for the environment and a spirit of cooperation. This includes good attendance and punctuality.
- ✓ We aim to actively teach the connection between an individual's rights and responsibilities.
- ✓ We aim to establish parent partnership that respects and values their contribution and appreciates that their support in the processes of teaching and learning are vital for children's educational and emotional well being. All parents sign the Home/School Agreement to support this and they can access our policies online, 24/7. They also receive a copy of the Parent Partnership Code of Conduct annually.
- ✓ To achieve our aims, Senior Leadership will ensure that all members of the School Community will work to develop a clear understanding of our policy and apply it with a consistent approach.

WHAT MAKES GOOD BEHAVIOUR

Good behaviour is about making good choices that lead to positive outcomes.

Good manners are always expected from everyone.

In lessons children must behave well, listen carefully and always try their best.

In the playground children must play fairly, be kind to others and follow the adult's instructions.

Everyone is expected to walk quietly when inside the building except during lunchtimes.

Children are required to line up silently.

In assemblies we expect everyone to sit quietly, listen carefully and join in when expected to.

Always use kind words and kind hands

Homework to be completed.

Adults, including parents, are expected to follow the same principles as pupils.

REWARDS FOR THE INDIVIDUAL

Verbal praise – this is used by all staff regularly to reinforce good behaviours

Teachers' own classroom systems of reward, including letting parents know of a child's good (or poor) behaviour

Merits – 5 per class each week, given in Friday Family Assembly for good work or behaviour and homework.

Behaviour Star – one child each week is chosen to receive this for consistently good behaviour a text is sent home to inform parents

Wise Owl – 2 children from each class, receive this each half term. It is given for good work/

attitude/improvement/thoughtfulness. This is presented in a special assembly and in a public display.

Certificates for Effort, Friendship and Achievement at the end of the year.

Headteacher stickers or Golden Book – children are sent to the Headteacher for special work a text is sent home to inform parents and a certificate is awarded in the Friday Family assembly.

RIPPLE Certificate - awarded to 2 children per class every half term, for exemplifying the RIPPLE behaviours of resilience, independence, perseverance, practise, listening and effort. This is presented in assembly and parents are invited to attend.

TEAM BUILDING REWARDS

Team points – issued during the week in class. Results for the teams given in the Friday Family Merit Assembly, the winning team awarded with a token weekly which is added to the display and total points read out each half term.

Team Cup – collated team points totalled at the end of the year.

Class Golden Time – collecting points system. Regularly used with younger pupils, and less so in the Upper Juniors.

SANCTIONS OR CONSEQUENCES FOR POOR BEHAVIOURS – parents will always be informed of persistent poor behaviour and records kept.

Verbal warning – clear and precise, referring to the consequences of continued poor behaviour.

Initials on the board – poor behaviour following an ignored verbal warning. If behaviour continues a tick will be placed by the name. A second tick will result in a sanction.

Time Out in lesson time or playtime – this is a ‘calm down’ action. The child may be sent to stand outside the class until they are ready to come in (10 minutes max) and re-start in the correct way or they may be sent to another class. If time out is taken during the break time children will be expected to sit on the wall for between 5 & 15 minutes depending on their age.

Lunchtime Detention - a lunchtime detention (led by senior leaders) will be given for serious misbehaviour such as damaging property, swearing, hurting someone or being verbally aggressive. Parents will also be informed and other sanctions may apply.

Catch up time – pupils who are slow to work, who have not completed reading logs or homework may be kept in to complete this work. This will be managed by the class teacher and where necessary letters sent home.

Sent to Headteacher – repeated pattern of poor behaviour emerging; child warned that parents will be informed if poor behaviours continue.

Loss of privileges – after school activities, including representing the school at team sports or on school outings, may be missed if a child’s behaviour is poor.

Positive Behaviour Plans –up to 3 targets set and agreed between the child, a member of the SLT and the parent/carer. Regular monitoring, a time limit set and rewards agreed.

On Report – with parental involvement, a contact book between Home and School instigated for a fixed period of time. Behaviours causing concern would be significant and include repeated disruption in class (including regular low level disruption), physical or verbal violence towards peers or adults, and other very inappropriate behaviours.

Isolation – for continuous poor behaviour a child may have to work in isolation. They will be supported by an adult but will be unable to have contact with other pupils. This may be used when a child is at risk of fixed term or permanent exclusion.

Fixed Term Exclusion – normally this only occurs if there is a history of interventions that have failed. Parents will normally have had warning that this is the next stage. This is usually for up to 5 days in one term. It is a very serious and rarely used sanction. Parents are informed immediately and procedures clearly explained. Governors are involved. In the most serious cases, **Permanent Exclusion** could follow.

PLAYTIME SANCTIONS (in addition to above)

Cool Off Time – adult requests the child to sit/stand quietly apart in order to calm down before a discussion takes place

Yellow Card – playtime warning of minor infringements

Red Card – immediate loss of playtime for the rest of the day, or the next day, sent to the Headteacher/SLT and entered in the Behaviour Log.

TEAM SANCTIONS

Very occasionally it may be appropriate to keep a whole class or group in; this is to use peer pressure to encourage positive behaviours for the group and focus on group responsibility.

BEHAVIOUR AND CONSEQUENCES CHART

To ensure consistency across the school for all stakeholders, we use a Behaviour and Consequences Chart which details a clear and graduated approach to ensuring that sanctions are appropriate and fair based on the level of poor behaviour displayed. These are displayed in all classrooms, available in the lunchtime bags for lunchtime staff to access and all staff and children are aware of the approach. The charts can be found in appendix 1 and 2 at the end of this policy.

SEND/Vulnerable Pupils

It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations. Typical behaviours include:

- Tantrums
- Apparent rudeness or ignoring of others
- A need to control situations
- Inability to manage emotions
- Language processing difficulties
- Lack of empathy

These behaviours can be frustrating and distressing but it important that we see them in the context of our pupils' special educational needs. We may provide a more individual approach to meet the needs of some pupils who fall within this category.

USE OF REASONABLE FORCE

Schools can use reasonable force to:

- remove disruptive children from the classroom or area 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 or area 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
- restrain a pupil at risk of harming themselves or others through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

We follow agreed procedures at Courtwood – see the appendix.

LIASON WITH PARENTS AND OUTSIDE AGENCIES

Parents are consulted early on when their child's behaviour starts to cause concern. We recognise that there are many reasons underlying a child's behaviour, such as marital problems, bereavement, abuse, friendship problems, SEN, medical conditions etc. Such issues are best investigated with parental support so that the school can choose the best approach to take. We always try to work with parent support.

Parents are expected to recognise their responsibilities, as outlined in the Home School Agreement. Parents are expected to attend a reintegration meeting following any fixed period exclusion.

The school will consult with behaviour specialists when deemed appropriate. This may include PRU Outreach Teams, the Educational Psychologist, SEN Outreach Teachers and CAMHS workers. Parents will always be consulted, advised of this involvement and outcomes will be shared.

MANAGING PUPIL TRANSITIONS

Transitions between settings and also within the school are managed sensitively. This includes:

Staff visiting nursery providers, providing packs to prepare children and parents, and holding meetings to prepare pupils and parents for this change.

Vulnerable pupils, including those with SEN, Young Carers and LAC, need special consideration. Such moves are managed on an individual basis, ensuring all records are transferred in a timely manner and consistency of approach maintained.

STAFF DEVELOPMENT AND SUPPORT

All staff receive initial induction and regular CPD concerning all aspects of behaviour. There are written protocols for all sanctions to ensure a consistency of approach. Staff are also given opportunities to discuss

effective practice and raise any issues or concerns they have about behaviour in school.

All staff are expected to apply the behaviour policy consistently and fairly.

There is an agreed protocol for restraining pupils, should the need arise.

Any allegation of abuse made against a member of staff will be investigated swiftly.

Senior Leadership recognise the stress that a difficult behaviour situation can put on a member of staff and should try to be pro-active in their response; however, it is the member of staff's responsibility to ensure that SLT recognise the strain they are under. It is then the SLT's responsibility to take appropriate action.

MONITORING AND EVALUATION

We track individual's behaviour over time to help us understand the effectiveness of our approach.

We monitor the behaviour areas to look for any patterns or trends, including those relating to equalities issues and bullying, and discuss this at SLT meetings and with the governing body.

Senior staff 'walk the school' and visit classes regularly in order to monitor general behaviour. Senior staff visit the dining hall and are in evidence before and after school.

APPENDIX ON PROTOCOLS

Yellow and Red Cards

These cards are used at playtimes only. They are used to clarify poor behaviour to children.

A yellow card is a warning. It is used for unkind and poor behaviours.

A red card means instant reporting to a member of the SLT and a sanction being applied. It is used for any refusal to follow the instructions of an adult, bad language and violence.

Positive Behaviour Plan

Purpose – In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who – It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging. For those who are at risk on going 'on report' or being excluded.

What – A maximum of 3 targets are agreed between the teacher and the pupil.

- Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil.
- Teacher and parents monitor weekly for agreed time, 3 – 6 weeks

Process:

1. Discuss concerns with Inclusion Manager
2. Complete a self-assessment form with pupil prior to meeting parents
3. Teacher and a member of SLT to meet with parents and the pupil
4. Invite Family Support Worker (to support parents) if appropriate
5. Explain how PBP works to parents and pupil and agree a set time to run the PBP
6. During meeting complete a consultation record
7. Teacher and pupil set targets, rewards and sanctions (copy to TF)
8. TF to record on Behaviour Tracking Log
9. Process begins
10. Teacher feeds back to parents weekly
11. At the end of the process Teacher and SLT meet with parents to review and agree further action.
12. Copy of plan to be held in class SEN file/pupils file and Behaviour Monitoring File

On Report

Purpose - In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who – It is for those pupils who have not been successful with a PBP or where behaviour has deteriorated very quickly and seriously.

For those who are at risk of being excluded.

What –

- Teacher, child and parents agree the time period of the On Report. (Max. 2 weeks)
- All read the booklet and instructions together.

Process:

- Pupil must get end of each lesson signed by the teacher responsible, then counter signed by a member of the SLT.
- SLT and teacher discuss the pupil's progress at the end of each week
- SLT speaks to parent at the end of the process to give a progress report/outcome.
- A record is kept in the Headteachers Behaviour file
- Report book goes in to pupil's file at the end of the agreed time

Fixed Term Exclusion

Reason for Exclusion:

- a) Physical assault against a pupil *Includes: fighting, violence, wounding, obstruction, jostling*
- b) Physical assault against an adult *Includes: violent behaviour, wounding, obstruction, jostling*
- c) Verbal abuse/threatening behaviour against a pupil *Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse harassment, verbal intimidation*
- d) Verbal abuse/threatening behaviour against an adult *Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation*
- e) Bullying *Includes: verbal, physical, homophobic bullying, racist bullying*
- f) Racist abuse *Includes: racist taunting and harassment, derogatory racist statements, swearing that*

can be attributed to racist characteristics, racist bullying, racist graffiti

- g) Sexual misconduct *Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti*
- h) Drug and alcohol related incidents *Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking alcohol abuse, substance abuse*
- i) Damage *Includes: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti*
- j) Theft *Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops, on a school outing*
- k) Persistent disruptive behaviour *Includes challenging behaviour, disobedience, persistent violation of school rules*
- l) Other *Includes: incidents which are not covered by the categories above but this category should be used sparingly*
- m) Possession of an offensive weapon

Process

Whenever a pupil is excluded from school, the parent/carer is notified immediately.

Work is set by the school for the pupil to complete.

Within one school day of a permanent exclusion or an exclusion of longer than five days duration in any one term, the local authority and governing body are informed.

A re-integration meeting (parents and child) is held when the pupil returns to school.

The school follows the LA guidance on exclusion.

Procedures for the use of Reasonable Force

- Initial identification of key pupils where reasonable force or positive handling may be necessary – this is likely to be following an incident
- Headteacher must be in agreement with identification of key pupils
- Risk assessment and de-escalation plan in place that promotes clear strategies specific to the needs of the child, where necessary
- Parental involvement if a risk assessment is required
- Positive approaches where ever possible– de-escalation/behaviour plans/behaviour policy
- Use of passive physical contact when required– escorting/blocking
- Use of reasonable force or physical intervention to move or restrain
- Only trained staff to do any form of restraint – only ever in twos
- Written report of any incident involving restraint including a report to parents
- See Safe Touch Policy.

Current trained staff:

N Grant – T Barfield – H Waller – B Farquarson – Z Laflain

C Cook - A Peck - J Squires - J Stawman – L Cleaves - P Billy

APPENDIX 1

Behaviour and Consequences Chart - Classroom

Location	Level	Behaviour	Consequence
Classroom	1	<p>Low level disruption e.g.</p> <ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects/being silly • Wandering around the classroom • Not following any other established classroom rule 	<p>Application of the behaviour policy.</p> <p>Verbal warning</p> <p>Initials on the board -if behaviour continues, a tick will be placed by the name. A second tick will result in a sanction.</p>
Classroom	2	<ul style="list-style-type: none"> • Repeat occurrence of level 1 behaviour after reminder. • Refusing to work • Answering back/walking away • Purposeful disruption of teaching and learning • Rude/ inappropriate responses • Rude/threatening gestures • Taunting/teasing/winding up • Name-calling/cussing • Breaking equipment through silliness • Rough play • Leaving the classroom without permission 	<p>Initials on the board -as above.</p> <p>Parents contacted by class teacher to discuss/inform of behaviour.</p> <p>Time Out - the child may be sent to stand outside (10 minutes max) or sent to another class.</p> <p>Sent to Headteacher - repeated pattern of poor behaviour emerging</p>
Classroom	3	<ul style="list-style-type: none"> • Continued repetition of any of the above • Deliberately aiming and throwing objects at someone • Harming someone • Intimidating others • Purposeful damage to property • Swearing at someone (physical or verbal gestures) • Racist/homophobic name-calling 	<p>Sent to Headteacher - as above.</p> <p>Lunchtime Detention - (led by senior leaders)</p> <p>Loss of privileges - after school activities, representing school at team or school outings.</p>
Classroom	4	<ul style="list-style-type: none"> • Continued repetition of any of the above • Fighting/biting/serious harm to others • Throwing dangerous objects • Serious damage of property • Threatening physical violence • Stealing • Sexualised behaviour (not age appropriate) • Serious racist/homophobic name-calling 	<p>Sent to headteacher and...</p> <p>Loss of privileges - as above.</p> <p>Positive Behaviour Plan</p> <p>On Report</p> <p>Isolation</p>
Classroom	5	<ul style="list-style-type: none"> • Continued repetition of any of the above after behaviour plan/support implemented • Extremely violent behaviour • Serious physical abuse to children • Verbal/physical abuse to staff • Leaving school premises 	<p>Fixed Term Exclusion</p> <p>In the most serious cases Permanent Exclusion could follow.</p>

APPENDIX 2

Behaviour and Consequences Chart - Playtime and Lunchtime

Location	Level	Behaviour	Consequence/Action
Playground/ Lunch Hall	1	<u>Low level disruption e.g.</u> <ul style="list-style-type: none"> • Shouting across the lunch hall • Throwing/dropping food at others or on the floor • Bad table manners - spitting food etc • Refusing to listen to adult instructions • Pushing in the line/talking in the line • Answering back to the lunchtime supervisors • Not playing fairly • In the building without permission 	<p>Cool Off Time - adult requests the child to sit/stand quietly apart in order to calm down before a discussion takes place</p> <p>Yellow Card - playtime warning of minor infringements. Rule reminder. Warning and choices.</p> <p>Time Out - this is a 'calm down' action. Children will be expected to sit on the wall for between 5 & 15 minutes depending on their age.</p> <p>Planned ignoring Apology (written or verbal) Fed back to class teacher at end of lunchtime</p>
Playground/ Lunch Hall	2	<ul style="list-style-type: none"> • Repeat occurrence of level 1 behaviour after reminder • Arguing verbally • Answering back/walking away from an adult • Rude/ inappropriate responses • Rude/threatening gestures • Taunting/teasing/winding up • Name-calling/cussing • Breaking equipment through silliness • Rough play 	<p>Yellow Card - as above.</p> <p>Time Out - as above.</p> <p>Warning and choices Rule/consequence reminder Apology (written or verbal) Recorded in behaviour book if appropriate Excluded from specific section of the playground</p>
Playground/ Lunch Hall	3	<ul style="list-style-type: none"> • Swearing at someone • Purposeful damage to property • Racist/homophobic name-calling • Physically hurting someone 	<p>Red Card - immediate loss of playtime for the rest of the day, or the next day, sent to the Headteacher/SLT and entered in the Behaviour Log.</p> <p>Involvement of SENCO. Internal exclusion from playground Meeting with parents, teacher and senior staff Privileges may be removed Referral to outside agency</p>
Playground/ Lunch Hall	4	<ul style="list-style-type: none"> • Fighting/biting/serious harm to others • On-going bullying or inciting others to bully • Verbal or physical abuse or staff 	<p>Red Card - as above.</p> <p>Office/police informed. Possible permanent exclusion.</p>

