

Behaviour and Anti-Bullying Policy 2017-18

Coast Academies Aims and Principles

- A commitment to a culture of lifelong learning for all.
- A relentless pursuit of excellence in all aspects of school life.
- A purposeful curriculum, which is unique and reflects the school's geographical and cultural identity with strong links to the community and the outdoors.
- Strong emotional and pastoral care for all children.
- Robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning.
- Successful partnerships with parents and families.

Aims of this policy

- To ensure that all adults and children in our schools are respected and respect others, their cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- To secure a commitment to excellent behaviour across all Coast Academy Schools.
- To make all those connected with our schools aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To ensure that all children and staff feel safe at their school.

Rationale

- We believe that children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy.
- We wish to ensure happy and caring school communities, which encourage respect for others' feelings, beliefs and possessions within stable, safe and caring environments. We understand that such communities need a structure to support acceptable and agreed forms of behaviour.
- We wish to implement a positive behaviour management system in which all adults within all our schools consistently model the desired standard of behaviour.
- We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.
- As a trust we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of school communities.
- Good behaviour is often rewarded and details of reward systems (where in place) are listed in appendix 1.

School Codes and Values

- Schools will have codes of behaviour. These codes are all underpinned by the same philosophy of consistent, positive behaviour management. The codes are written and expressed positively.
- Coast Academies expects all schools to have a set of core values that underpin the curriculum and provide a bedrock for the behaviour of all members of school communities. These might include values such as respect, determination, tolerance and teamwork.

Roles and Responsibilities of Leaders

- To implement the school Behaviour Policy with the support of the Senior Leadership team
- To ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with misbehaviour as well as promote good behaviour. This may be completed through training.
- To the MAT SLT regarding behaviour and bullying.

Role and responsibilities of the Local Governing Body

- The LGB supports the Headteacher/Head of School and members of the SLT in all attempts to eliminate misbehaviour from our schools.
- Through the Academy Council local governors will monitor the number and types of incident and compare between our schools.

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff responsibilities

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

Parents' responsibilities

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Creating a Climate for Outstanding Behaviour

All the children who attend the Trust schools must feel wanted and that they, as individuals, have a part to play.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people depend on them to behave in a mature, well-mannered and respectful way. Adults must be seen as models of outstanding behaviour.

We believe that outstanding behaviour can be created in a number of practical ways:

- Creating the right atmosphere in our schools arises from good inter-personal relationships. Parents, guardians, visitors, governors, staff and children must treat each other with a level of mutual respect and be shown and show good manners.
- Movement around school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm.
- Lessons are all prompt to start. Adults are always in rooms where children are, unless the child has special dispensation.
- Play times and dinner times should be calm and disciplined.
- The Heads of School / Headteacher and Senior Leaders should be highly visible around the building at all times promoting an atmosphere of respect, calmness and unwavering determination for behaviour to be outstanding.
- All should look for things to praise. Reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult.
- Adults must listen to children. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.

SEND

It is against the law to treat children with SEN or a disability unfavourably. The Trust has a duty to make reasonable adjustments to make sure that no discrimination takes place. These might include

the use of additional resources, use of adults, changes in the curriculum or further provision to prevent the child that has a recognised and diagnosed need from missing an opportunity due to misbehaviour. All children must be supported to behave well.

[Types of Behaviour and School Response \(Please see appendix 1a for Cockington appendix 2 for all schools\).](#)

The majority of misbehaviour is dealt with by the class teachers. This may result in a small amount of time out during a break time or lunch time or the removal of a privilege. Beyond this a number of other supports exist including:

- Time out of session to an alternative class (or to a Reflection Room – Cockington Primary).
- Time spent with the Pastoral Support Assistants who may structure a programme for repeat offenses.
- Senior staff or Headteacher/Head of School involvement
- Parental involvement – via text message, phone call or a meeting.
- Internal exclusion which may involve the use of a “seclusion room”. (see below)
- The creation of a behaviour chart and individual reward and sanction system.

Internal Exclusions

- If a child is disruptive then they may be sent to another class with some work to finish. The child will be given a quiet space to work and will not join in with the normal every day routine of the other class.
- Serious incidents will mean that the child spends an agreed period of time internally excluded; this could be a morning or afternoon working in the presence of a senior member of staff. They will be expected to bring work to get on with and will be isolated for that period of time. Internal exclusion in this way will be reported to the Senior Leadership and recorded. It can only be implemented with the agreement of the Headteacher/ Heads of School or Assistant Heads.
- If the misbehaviour has been significant, the school will contact the parents of all concerned. Such incidents will be recorded on the individual school’s tracking system.

External Exclusion

In extreme cases it may be necessary to implement a programme of exclusion in line with Local Authority guidelines. These are very thorough and can be found by visiting:

<http://www.torbay.gov.uk/media/7444/tips3booklet.pdf>

External exclusion can occur in the event of a particularly serious incident or series of incidents. The details of this event, and the length of the exclusion will be set out in a letter from the Headteacher/ Head of School who is the only person (or the next most senior member of staff in their absence) allowed to carry out this sanction. During the period of exclusion, the child is not allowed to attend school nor visit the school site.

Following a temporary exclusion, a meeting will be held with the parent, child and a senior member of staff in the morning of the return date, to act as a reintegration. In the event that the temporary exclusion is longer than 6 days, the school has a duty to organise educational provision such as work sent home.

It is essential that all sanctions are seen to be fair, consistent and immediate. The incidents will always be fully discussed (using restorative approaches where possible) with the child ensuring that they understand their wrong-doing.

On very rare occasions, the Trust reserves the right to permanently exclude a pupil for misbehaviour that is considered either persistent, disruptive or extreme. This is always considered as a last resort once other discipline procedures have been explored and decided to not be sufficient.

Lunchtime Support

Our schools all provide lunchtime informal support for children who may find the less structured times challenging. This support is often in the form of a club with structured games and activities.

- Minor incidences of misbehaviour are dealt with by lunchtime staff.
- Behaviour is often supported by a duty teacher who eats their lunch with the children to encourage positive behaviour and who is contactable throughout lunch to support senior lunchtime supervisors.
- All senior staff are on call to deal with more serious incidents and in larger schools the staff carry radios.
- More serious behaviour will result in the child missing the rest of the lunchtime and having to spend “time out” with a member of staff.
- All incidents of behaviour reported to an adult are recorded on the school’s tracking system

Screening and Searching pupils

“Searching, Screening and Confiscating advice for Schools” from the DFE, published in 2014 with 2016 updates, explains the rights and guidance for schools in relation to this matter.

School staff can search a pupil for any item if the child agrees. This does not require written consent. This is influenced by the age of the child or their disability. School staff can use CCTV footage to support the evidence for this search.

Headteachers and those authorised by them have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

Knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person, including the pupil.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to search without consent enables a personal search of the removal of out clothing and turning out of bags/ storage areas accessible to the pupils and pockets only.

School staff can seize any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline.

Disciplining pupils beyond the school gate

A child identified as being a member of the Trust can be disciplined by applying this policy for events which occur outside of the school gates. This includes criminal and non-criminal behaviour and also includes bullying / cyber bullying. Discipline for these matters is directed to this policy and as such these behaviours could result in the same punishments shown above.

This may require the school to refer matters to outside agencies such as Children's Services or the Police.

Working with other agencies and parents

The Trust will use the support of outside agencies such as Educational Psychology, outreach or medical services such as CAHMS, when the misbehaviour of a child is both persistent and escalating. This may be done in the first instance to prevent both fixed term and permanent exclusion.

The Trust will support parents in the best interests of the child. The Trust will only contact such agencies with full written parental permission.

Staff training on behaviour management

The Trust regularly reviews its procedures and policy with regard to behaviour and bullying. This sometimes results in identification of the need to train staff on behaviour management techniques.

Pastoral care for staff accused of misconduct

At times, staff members are accused of misinterpreting the behaviour policy of the Trust. This may require the staff member to be referred back to the policy for clarification of the Code of Conduct. At times this may require the staff member to have further support such as:

- Support and advice from an independent member of staff
- The offer of further training
- The buddying of the member of staff with another peer for support
- The recommendation of union / professional agencies support
- Provide a names contact to discuss and support the staff member

The nature of the accusation may require the Trust to seek further professional advice such as referral to the LADO. This is detailed within the Trust Safeguarding Policy.

Malicious allegations (misbehaviour by a pupil)

In response to an allegation, the Trust will deal with the matter efficiently and quickly. There will be no delays in order to minimise the stress related to the staff member. Once it has been found that the allegation is malicious, no written record of the allegation will be kept and no referral to it will be made on any future reference.

Pupils who are found to have made a malicious allegation against a staff member are likely to have breached school rules. The school should therefore consider whether to apply an appropriate sanction. In addition, social and emotional support for the child may be required.

Use of Reasonable Force (safe handling)

At times it may be necessary to make “use of reasonable force” to ensure children’s safety and to protect property. This is always a last resort and is rarely done and would be done following guidance from the DfE July 2013. In addition, the trust schools operate training programmes for safe handling (PIPS or Team Teach). Details of this are given in our “Safe/ Positive Handling” policy.

Coast Academy schools run a programme to ensure that a significant number of staff in the schools have specific training to deal with this type of intervention. It must be stressed however that all staff would be expected to use force if it was deemed necessary. This is supported in Law:

“All members of school staff have a legal power to use reasonable force” (Section 93, Education and Inspections Act 2006);

“A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

Education and Inspections Act 2006: Part 7. Discipline, Behaviour and Exclusion (93).

As a general rule nobody has the right to touch, move, hold or contain another person, however, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is NECESSARY. The staff member will be able to demonstrate that any actions taken were in the child’s BEST INTERESTS and that they were REASONABLE AND PROPORTIONATE.

Thrive Programme

- Our schools run daily Thrive (or similar) nurture programmes run by trained staff. These types of programmes have been proven to have a positive effect on self-esteem and a child’s ability to learn.
- Children are given the chance to work individually, in pairs and in groups.

- The children are supported, through Thrive, to conquer any issues they may have. The programme can be run for short periods of time for something specific, or as a “dip into” approach for those who need it occasionally.
- The Thrive programme promotes strategies such as sharing, caring for each other and their environment, social communication and strategies around regulation of emotions and feelings.
- Locations within the buildings are provided for this provision Thrive base. Staffing is appropriate and fully trained.
- The Thrive programme is monitored and screened. Progress is measured each term and this information is available to parents of children on the programme.

Transition

The Trust operates systems to manage transition between years, Key Stages and school settings. Support is offered to pupils with specific needs at these times. These may include:

- Class swap days
 - Additional visits to new locations
 - Photo books
 - Classroom adaptations
 - Enhanced transition to future settings
 - Discussions with parents as to how to best support the child
 - Class moves will be considered in the best interests of the child
 - Professional meetings between the current and future class teacher
-

Coast Academies Anti-Bullying Policy

What is bullying?

Bullying involves a deliberately harmful act that is repeated over time. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

In the primary school environment, bullying will typically manifest as:

- Emotional repeatedly being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, gestures
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber through contact via websites, social media, phones, text and photos.

What is not bullying?

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, or a one off incident of name calling. We all have to learn to deal with these situations and develop social skills to repair relationships.

What are possible signs and symptoms?

A child may indicate, by different signs or behaviours, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to and from school and changes their usual routine/route
- begins truanting or regularly feeling ill before school
- becomes withdrawn, anxious or lacking in confidence
- suffers sleep deprivation or exhibits unusual eating patterns
- begins to underperform in school work
- comes home with damaged property or with unexplained cuts and bruises
- asks for money or starts stealing money or has dinner or other monies continually "lost"
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings

In the event that one or a number of these symptoms is being regularly evidenced, contact should be made with the school. Refer to appendix 3 for direction on how to proceed.

What is the role of the teacher and support staff?

All the staff in our schools take bullying seriously, and seek to prevent it from taking place. All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard.

Strategies we may employ to combat bullying

Whole school initiatives and proactive teaching strategies will be used throughout the schools to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- All staff being responsible for ensuring the anti-bullying and behaviour policies are setting the school climate of mutual support and praise for success, so making bullying less likely.
- Working with the school core values particularly the value of respect.
- Involving the children with work relating to this policy including ensuring that bullying is reflected in the school codes and classroom rights.
- Discussion of bullying and its occurrence with the school council.
- Awareness raising through regular anti-bullying themed assemblies.
- Using PHSE/SEAL materials throughout the school.
- Regular circle time.
- Use of drama activities and role play to help children to become more assertive and teach them strategies to help them deal with bullying.
- Use of worry boxes or similar method for pupil to confidentially contact the class teacher with a worry.
- Counselling sessions with school pastoral worker.
- Thrive provision in session time and at lunch time, including counselling.
- Individualised support.
- Use of Family Support Worker to support families where possible causes are identified.
- Use of the safeguarding policy.
- Tracking of individual behaviour during break and lunchtimes, including “checking in” with some children.

Once bullying allegations or incidents have been reported:

1. Report all bullying allegations and incidents to appropriate member of staff.
2. Staff will make sure the victim(s) is and feel(s) safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately and later together.
5. The problem will be identified and possible solutions suggested.
6. Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying.
7. Staff will reinforce to the bully that their behaviour is unacceptable.
8. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied. If possible, the children will be reconciled.
9. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.

10. All incidents will be recorded on the incident report form that is part of the school's behaviour tracking system.
11. Parents will be kept informed and may be asked or invited to come into school for a meeting to discuss the incident.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure that repeated bullying does not take place.

What is the role of the Headteacher/Head of School?

It is the responsibility of the Headteacher/Head of School and members of the SLT to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. This may be completed through training. The Headteacher/Head of School or member of SLT reports to the trust level senior leadership team about the effectiveness of the anti-bullying policy on request.

What is the role of parents?

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the SLT or the Headteacher/Head of School.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

A parent, who is dissatisfied with the way the school has dealt with a bullying incident who has also spoken to the class teacher, the pastoral lead teacher and later to the Headteacher/Head of School, can make a complaint and follow the school's complaints procedure.

What is the role of the Local Governing Body?

The LGB supports the Headteacher/Head of School and members of the SLT in all attempts to eliminate bullying from our schools. The LGB will not condone any bullying at all in Coast Academies' schools, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Through the Academy Council local governors will monitor the number and types of incident and compare between our schools

What messages can we give to children?

Whenever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. Here are some things you can do:

- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group - bullies usually pick on individuals.

- Tell someone you can trust – It can be a teacher, teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it in the class worry box. Only adults will ever see what you have written.
- Express your feelings during circle time sessions.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what is happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Don't blame yourself for what is happening.
- Call a helpline.

What messages do we give to children about seeing someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Here are some things you can do:

- Don't smile or laugh at the situation or join in.
- Don't rush over and take the bully on yourself.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know that you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the worry box.
- Call a helpline for some advice.

Appendix 1

Types of Reward - School Specific

At Eden Park and Preston there is a Trilogy of Rules in place:

THE TRILOGY OF RULES

We care for each other.
We have good manners.
We work hard.

Keeping these 3 simple rules will make our school a better place to be.

Celebration of Achievement Assemblies

Eden Park

This assembly will occur on a weekly basis to recognise the achievements of the children at an individual, class and team level and is partly run by the school council. In this assembly, children may be presented with certificates from teachers, phase leaders or the Head of School for their efforts or for upholding one of the learning values. Parents of children achieving this recognition are invited.

Preston Primary

This celebration of learning will be partly run by Year 6 pupils. Children are encouraged to bring in certificates etc. from achievements outside of school. House point certificates will be awarded by House Captains. Achievers of the week will have their names read out, and receive applause. Teachers will award a small number of achievement cups for the very highest achievement. Children receiving these cups can take them home for the weekend.

Cockington Primary

This celebration assembly will occur on a weekly basis to recognise the achievements of the children. In this assembly, children are presented with certificates from teachers, phase leaders, assistant/deputy head or the Headteacher for their efforts with work or for upholding one of the school's values.

School Level Individual and Class Rewards

Eden Park

- Individual Rewards: all children gain an individual **incredipoint** each day for excellent behaviour. In Year 1 and 2, these are awarded for both a morning and an afternoon session separately. All can earn additional incredipoints for doing homework or for additional acts of good behaviour, politeness or hard work or reflecting the school values at a rate of one per item. These rewards accumulate over the term, allowing all children reaching a given benchmark to be rewarded. This is in terms of praise, a certificate or an additional treat is more frequent in the younger years (at a rate of one per half term).
- Good behaviour is promoted actively throughout the curriculum. The major vehicle for achieving this is the school Core Values, particularly Respect. This is rewarded in assembly and forms a central pillar to curriculum planning and provision.
- In addition, any adult in the school may award stickers for good behaviour at any time. Stickers also result in one additional incredipoint.
- Children can also be rewarded by the Head of School, class teacher or phase leader with a certificate in a weekly assembly. The certificates focus on children who are demonstrating one of the core values. (See Teaching and Learning Policy). Again, an assembly certificate also translates into an incredipoint.
- Incredipoints are displayed in all classrooms publicly so that children and families can see how well they are doing and this allows monitoring of this system.
- Very few children may not achieve the benchmark of 100 incredipoints within a reward period. Parents of these children will be given warning that this benchmark is at risk of not being met, allowing them to support their child in achieving this goal.
- Once earned, an incredipoint cannot be removed. However, a child whose behaviour rapidly deteriorates after the 100 benchmark is achieved is at risk of still not being allowed to enjoy the reward.
- When the class, as a whole, achieve something special (e.g. being excellent on a school trip, treating a visitor with respect, meeting a class target etc.) or they meet an agreed class target, they can be awarded a Class Target Reward. This should be displayed prominently in the class. Once a Class Target Reward is earned it cannot be retracted. When all 10 are displayed, the class gets to choose their own treat from within an agreed list. The children offer suggestions and then vote. After their treat the whole process starts again. The expectation is for the class to earn all their 10 Class Target Rewards about once a term.
- **Behaviour Chart:** within each classroom, a public behaviour chart is displayed. In younger classes, this takes the form of a “sunshine” chart. All children start the day (in Key Stage One this is reset at lunch and so two points can be earned in a day) on the sunshine (their name or picture is placed here) and will receive an incredipoint for staying here for the day. Additional incredipoints can be earned by moving onto “the rainbow” for reflecting one of the school core values.
 - For a child not behaving appropriately, their name/ photo is moved onto “thinking time” and adults will have a conversation about what the child needs to do to move back to the sunshine. Immediate and sustained improved behaviour allows them to return to the sun.
 - Continued misbehaviours result in moving down the chart to light grey and dark grey clouds. This results in a punitive measure of deducted playtime. The dark grey cloud also requires an entry on to Behaviour Watch and a conversation with a parent if this is a continued event.

- A child may not move up to the sun from the grey clouds for improved behaviour. However, all names begin in the sun again for the start of the next session (i.e. after play/lunch). Their name is placed on the “sunshine rays” however, to signify that they are not to receive an incredipoint for that session.
- A child may continue to earn incredipoints in the day for good work. Poor behaviour will only sacrifice the behaviour incredipoint earned by remaining for the session on the sun.
- Bespoke individual behavioural strategies are planned for children who may require additional support. When this is done, details are completed on a Provision Map and parents are consulted. These may include the use of “brain-breaks”, individual rewards, sticker charts and part-time timetables.

Preston

Individual Rewards for Preston: children earn housepoints for the highest standards of behaviour, manners, and academic work, displayed through the six school values of Respect, Responsibility, Independence, Teamwork, Creativity and Determination. Housepoints are displayed in class and celebrated every Friday in Assembly. Children receive Housepoint certificates for 10, 25, 50, 75 and 100 house points. All the staff at school can reward positive behaviour with house points. This empowers all staff and underlines the importance of our school values. In addition, classes do run table or team points to encourage teamwork, and reward successful teams with special treats.

Cockington

- Individual Rewards for Cockington: children earn dojos for excellent behaviour, work and using the skills linked to our core values. Children receive certificates and badges for achieving 50, 100 and 200 dojos.
- Pupils moving up the peg chart to super sparkly and gold.
- Pupils are sent to SLT for ‘Wow moments’ to celebrate their achievements.
- Certificates rewarding core values and work are awarded during celebration assemblies each Friday.

Tracking and Recording

- The schools use an online behaviour tracking system called Behaviour Watch (CPOMS in Cockington). This enables us to build a very clear picture of what is happening in the schools and to clearly spot any trends or patterns. It also provides secure and reliable storage of information which can then be easily referred to in the future.

Types of Reward at Eden Park and Preston

Type of Reward at Eden Park and Preston	What is being rewarded?	How often?	Suggested rewards	If not successful?
Class reward – e.g. 10 butterflies, usually displayed in the classroom so the children can see how many they have earned.	Choose something that you want the whole class to work on. It might be tidying up, being independent, listening well, working well as a team etc.	Aim for every half term.	<u>FS and Y1/2</u> Extra adventure playground time A baking afternoon An extra story time A treasure hunt Having a dance Playing team games <u>KS2</u> A computer games half hour Extra games outside. Playing team games	The children must be able to prove that things have improved. If it hasn't then they don't earn the reward.
Each term any child with over 100 commendation slips will be invited to a school based event. Anyone adult in school can nominate a child for good behaviour. All phase groups to plan in fundraising to raise the money for this.	Doing as they are asked, as a matter of course. Being independent about their learning. Being proactive about their behaviour. Being a kind friend. Being self-motivated. Good play/lunchtime behaviour.		Picnic, end of year trip Disco A beach afternoon Rock pooling A visit to Shoalstone pool A beach barbecue Cinema visit Zoo visit Oocombe Farm	They are not invited. Ordinary day.
Attendance award	100% attendance Improvers attendance	Every term	Email home to family to say well done.	Jess and Gill to sort.
Individual short term rewards. Please use lots of stickers as instant rewards, for the everyday little things.	The everyday stuff. The little things you notice-picking things up off the playground without being asked, listening well, answering lots of questions etc.	Every day!	If you notice yourself giving lots of stickers send an email to the parent so they know and can praise.	Class team.

Appendix 1a- Behaviour Levels and Sanctions

Level 1 – Outside

- Not following the classroom values
- Running in school
- Teasing or squabbling
- Using other people's property
- Ignoring instructions
- Lack of manners
- Not following rules
- Being in an area not on rota

**TIME OUT – 5-10 mins Second time
level 1 rules are broken Reflection
Room**

Level 1 – Inside

- Talking when asked not to
- Ignoring instructions
- Not completing work
- Making silly noises in class
- Calling/shouting out
- Running in school
- Answering back
- Refusal to work
- Teasing/squabbling
- Pushing/pulling somebody
- Disruptive behaviour

**WARNING MOVED IN CLASS →
REFLECTION ROOM**

Level 2 – Outside

- Low level physical, eg push/gentle kick
- Defiance/refusing to take consequences
- Putting yourself or others at risk -with intent
- Damaging property – with intent
- Swearing/inappropriate use of language
- Repeated Reflection Visits for Level 1 playtime behaviours (3 times in week)

REFLECTION ROOM – Text with clear wording.

Level 2 – Inside

- Bad language/swearing
- Damaging property with intent
- Defiance/refusing to do what you've been asked to do
- Leaving classroom without permission
- Putting yourself or others at risk
- Repeated Reflection Visits for Level 1 behaviour (3 times in week)

**REFLECTION ROOM (Missed learning
time to made up during break -
minimum 10 minutes)
Text to be sent with clear wording.**

Level 3 – Outside

- Offensive/bad language to cause upset
- Bullying
- Spitting at others
- Racism
- Physical assault with harm and intent/fighting
- Repeated Level 2 behaviours (3 times in a half term)

**REFLECTION ROOM SLT involved
to decide sanction**

Level 3 – Inside

- Offensive/bad language to cause upset
- Bullying
- Spitting at others
- Racism
- Physical assault with harm and intent/fighting
- Repeated Level 2 behaviours (3 times in half a term)

**REFLECTION ROOM SLT involved to
decide sanction**

Appendix Two –Types of behaviour RAG Chart

	GREEN BEHAVIOUR	AMBER ONE BEHAVIOUR	AMBER TWO BEHAVIOUR	RED ONE BEHAVIOUR	RED TWO BEHAVIOUR
Who involved	Class Team SLT/Phase leader for praise	Class Team to monitor	Pastoral Team Phase leader	Pastoral Team Head of school/SLT Whole school staff aware	Head of School SLT Executive Head Parents External Agencies
Types of behaviour					
Emotional and Social	A good co-operator. Can empathise with others feelings and model this behaviour to others. Is able to stay under control and positive in a wide range of situations. Can adapt behaviour to aid their own and others feelings and confidence. Always able to self-calm and listen to advice no matter what the situation.	Models the right social behaviour. Ability to calm down although may not always use it. Demonstrates appropriate responses to situations and other peoples' actions. Able to co-operate with others in a range of contexts. Understands/can identify their own feelings.	Starts to display some impulsive behaviour and a lack of self-control. Demonstrates some inappropriate responses to situations. At times, finds it difficult to co-operate with others and maintain positive relationships. Unable to understand their own and others' feelings. Could display signs of withdrawal and isolation from peers.	Frequently acts impulsively and loses control. Displays insecure attachments – will try to break a relationship rather than have it broken. May suffer from phobias and other psychological difficulties. May suffer from periods of depression. Struggling to maintain mainstream school placement.	History of failed interventions within the amber category resulting in an inability to interact both socially and emotionally on a daily basis. Unable to maintain school placement. Finds it hard to stay in the classroom. Ignores adults Pastoral team frequently called.
Self-esteem and relationships	Has a positive view of themselves and their life? Has positive relationships with most people around them. Is able to accept that you can't get on with everyone but it doesn't cause a problem. Not afraid to try something new and accepts that it might fail at first.	Demonstrates positive relationships based upon mutual trust and respect. Has a positive self-image. Demonstrates a certain degree of self-confidence.	May struggle to develop positive relationships. May have a low self-image. Could be vulnerable to bullying or have a bullying inclination. May display attendance issues or regular lateness.	Poor relationships due to lack of trust and respect. Negative self-image leading to poor academic and attendance levels. Vulnerable. Regularly challenging and confrontational. Susceptible to risk taking behaviours.	Unable to sustain positive relationships. Displays a high level of vulnerability. Involved in risk taking behaviours. Inappropriate friendships outside school. Doesn't maintain a routine outside of school.

Behaviour	<p>This is the child you always want visitors to meet. They automatically open doors, display good manners, are well presented and always ready to learn. They go the extra mile.</p>	<p>Demonstrates appropriate behaviour in school for the majority of the time. Able to amend behaviour to conform to school's expectations. Accepts consequences of inappropriate behaviour.</p>	<p>Repeated incidents of being unable to conform to school expectations. Some refusal to participate in learning. May challenge consequences of inappropriate behaviour. May have had some internal exclusions.</p>	<p>Poor relationships due to lack of trust and respect. Negative self-image leading to poor academic and attendance levels. Vulnerable. Regularly challenging and confrontational. Susceptible to risk taking behaviours.</p>	<p>Inability to meet expectation of school on an hourly basis. Persistently places self and others at serious risk of harm. At significant risk of permanent exclusion or needs alternative provision.</p>
Response					
	<p>Stickers/Verbal praise Assembly certificate. Send a text home to parents. Award additional commendations.</p>	<p>Record and log all incidents. If persists, involve Pastoral Team. Spot patterns and triggers. Has something changed at home or school?</p>	<p>Tracking and recording. Daily check-ins. Parents and school communication. Thrive lunch club Thrive sessions. Provision map. Radio for support.</p>	<p>Tracking and formal recording. Extra support in place for high risk times of day. Risk assessment and Provision map in place. Radio for support.</p>	<p>Internal exclusions. Risk assessment in place. Provision map in place. Radio for support.</p>
	GREEN BEHAVIOUR	AMBER ONE BEHAVIOUR	AMBER TWO BEHAVIOUR	RED ONE BEHAVIOUR	RED TWO BEHAVIOUR

Appendix 3 - Who to go to?

Problem	Who to contact	Further steps	Resources needed
1. Minor friendship issues, classroom problems, any other day to day worries.	Class teacher/Class TA Ask to meet with them informally. Tracking put in place.	Situation resolves with Teacher/TA intervention.	Daily check ins put in place at strategic times. Playground observation sheet used. (PASTORAL TO PROVIDE) These will be monitored for patterns.
2. This continues or worsens, despite intervention. Child doesn't want to come to school. Child is regularly upset or tearful.	Phase Leader meeting. Plan put in place (may involve Pastoral Manager). Meeting is logged and shared with all attendees.	Situation resolves with monitoring and light touch intervention. Appoint an adult to listen how the child is feeling.	Suitable adult to talk to child- someone they know well. Continue with above (step one).
3. Continues or worsens, may become aggressive. Child persistently doesn't come to school.	Ask to see Pastoral Manager. More formalised intervention put in place.	This is closely monitored over a fixed period of time. Parents are invited to regular meetings to review situation. Close phone contact between Pastoral Team and Parents.	Pastoral Manager to interview all children involved and log this. Thrive intervention may take place here. More frequent check ins.