

Behaviour and Anti-Bullying Policy 2019-20

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
- Good behaviour is rewarded and there is a culture that nurtures positive attitudes to behaviour
- 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.
- To ensure that there is complete clarity about the trust's and individual school's approach to behaviour and bullying

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Rationale

- We expect children to demonstrate high standards of behaviour and to develop their values with the support of our staff and community.
- 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 learning attitudes are closely linked to challenging and engaging teaching
- Good behaviour is rewarded and details of reward systems are listed in appendix 1.

School Codes and Values

- Schools will have codes or charters 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 Governing Board

- Governors will monitor the impact of this policy through reports and monitoring visits carried out by the Academy Challenge Team. This may include viewing the school's tracking system, speaking with pupils and looking at the results of any recent surveys

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- 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 members of the school community with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules, rewards 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 child is an individual
- To believe in every child no matter what the difficulty

Parents' responsibilities

- To treat all members of the school community with respect
- 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 that enable children to have a positive attitude to school life

We believe that positive 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.

- The Heads of School 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 positive.
- 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 will always 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.

SEND

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.

It is recognised that the behaviour policy in our schools should be implemented fairly to all pupils but that individual needs may result in adaptations to ensure the child's understanding.

Types of Behaviour and School Response

The majority of misbehaviour is dealt with by the class teachers. Beyond this a number of other supports may be used including:

- Time out of session which may result in being sent to another class
- Senior staff involvement
- Parental involvement – via text message, phone call or a meeting.
- Internal exclusion (see below)
- The creation of individual behaviour plans
- Racist, homophobic or transgender incidents to be reported to the appropriate authorities.

Internal Exclusions

- More serious incidents will may mean that the child spends an agreed period of time internally excluded. This will be in the presence or responsibility of a senior member of staff. They will be expected to bring work to get on with for that period of time. Internal exclusion in this way will be agreed by the Senior Leadership and recorded.
- 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 external 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. This meeting will be recorded. 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.

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.

Mobile Phones

Coast Academies discourages pupils bringing mobile phones into school however we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision. We would usually expect this to be only pupils in year 5 and 6.

When a child needs to bring a phone into school, the phone must be handed in to a staff member at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Coast Academies accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds.

Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil. The pupil may collect the phone at the end of the school day. If this practice continues more than three times, then the school will confiscate the phone until an appropriate adult collects the phone from a senior teacher.

Disciplining pupils beyond the school gate

A child identified as being a member of the Trust may 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 result in the school referring matters to outside agencies such as Children's Services or the Police.

Working with other agencies and parents

The Trust may use the support of outside agencies such as Educational Psychology, Children's Services outreach or medical services such as CAHMS, when the misbehaviour of a child is both persistent and escalating.

The Trust will always work in the best interests of the child.

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.

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).

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. Any incidents will be formally recorded on the school’s behaviour tracking system.

Thrive Programme

- Our schools run Thrive (or similar) nurture programmes run by trained staff. These types of programmes have been proven to have a positive effect on self-esteem, emotional well-being 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 are 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.
 - 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.
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Coast Academies Anti-Bullying Policy

What is bullying?

Bullying - a definition (Department for Education)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

A simple definition for children to remember is STOP. This stands for "several times on purpose"



It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

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
- 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.
- 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 the safeguarding policy.
- Tracking of individual behaviour during break and lunchtimes, including “checking in” with some children.

What messages can we give to children about bullying?

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.

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. All incidents will be recorded on the school's behaviour tracking system.
8. Parents will be kept informed and may be asked or invited to come into school for a meeting to discuss the incident.
9. 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.

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 should follow the school's complaints procedure.

What is the role of the Governing Body? (Board of Trustees)

The Governing Body supports the Headteacher/Head of School and members of the SLT in all attempts to eliminate bullying from our schools. The Governing Body 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.

The governors will monitor the number and types of incidents

Appendix 1

Types of Reward - School Specific

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 head of school for their efforts with work or for upholding one of the school's values.

School Level Individual and Class Rewards

Eden Park

Enrichment

The behaviour system at Eden Park is linked to "Enrichment," a weekly reward system. All children are entitled to take part in an enrichment activity every week. The activities are offered by all staff, and children elect to participate in one of their choice. The activities will offer a wide and varied range of opportunities and will run for a half term. The child chooses the activity and then commits to being involved in it every week. Each child chooses one of three activities on offer to ensure they receive an enrichment that will inspire and motivate them. The enrichment activities will offer additional sport, (e.g. volleyball) creative arts, (e.g. dance or clay) curriculum enhancements, (e.g.

maths challenges, poetry sessions or coding) and also activities not normally associated with a standard curriculum (e.g. Yoga or skateboarding). These are all aimed at personal development.

Each week the children will start with the full entitlement to take part in their chosen “enrichment” activity. They only lose this opportunity (for one week only) for one of two occurrences:

1. An internal or external exclusion. These can only be decided upon by a member of the Senior Leadership.
2. Three misbehaviours in that week, where the child has misbehaved to the extent that this misbehaviour has also been recorded on the online behavioural tracking system. (see below). It is usual, though not essential, that a parent is informed of their child’s misbehaviour in this instance.

A child that has had the enrichment removed from them for the week, will take part in “Personal Development Time” (PDT) led by a member of staff with additional pastoral support when possible. Here, the children will be supported in understanding their misbehaviour and how to correct those actions in Circle Time/ discussion activities at an age appropriate level. As part of the session, the children will also be asked to support the school in maintaining its environment, such as helping tidy a specific area, but only after PSHE activities. The following week, the child will re-join their enrichment activity.

A staff member will maintain a register of children at the enrichment each week in order to maintain appropriate safeguarding procedures.

The Sunshine Chart

Within each classroom, a behaviour chart is displayed. In younger classes, this takes the form of a “sunshine” chart. All children start the day (in EYFS/ Key Stage One this is reset at lunch) on the sunshine (their name or picture is placed here).

Very good behaviour, (for instance showing one of the values) or some extremely good work will entitle the child to move to “The Rainbow”. Once here, the child is given a sticker and is also entered into the draw box for the “Always club”, allowing then the chance to have a special seat and reward in assembly for that week. The child should be made aware of which of the school core values they were showing.

The “cloud” is for children not behaving appropriately. Almost always this will be linked to “respect” (or lack of) and the child should be made aware of how they are not following this core value.

- For a child not behaving appropriately, their name/ photo is moved onto “thinking time” cloud and adults will have an IMMEDIATE 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 sunshine. This cloud is the opportunity to think and correct the misbehaviour and so is not punitive.
- Continued misbehaviours result in moving down the chart to grey and/ or black clouds. This results in a punitive measure of deducted playtime for a varying amount of time. Both the grey cloud and the black cloud require the misbehaviour to be recorded on the online tracking system and so this constitutes the “first strike” towards being unable to take part in the enrichment activity. Three such events in one week requires the removal of “enrichment” time for that week.

Variations should apply and be agreed by the pastoral lead for any ECHP/ SEN child or child with significant emotional/ behavioural needs as these children should have the best opportunity to receive the “enrichment” activity. This may include a separate reward / sanction system to that described above and may require a dialogue with the parent.

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. A shop also operates to allow children to redeem house points for experienced based rewards. The children are encouraged to budget for this.

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 online behaviour tracking systems called Behaviour Watch, CPOMS. 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.

Appendix 2

Behaviour Levels and Sanctions

Cockington

Reflection room/Duty Class

The purpose of the reflection room is to provide a calming space where children can go to reflect on their behaviour so that they become better equipped to make better choices in the future. Whilst there they have the opportunity to have reflective/restorative conversations with a member of the pastoral team. The children will be encouraged to consider what has happened? How has this impacted on others? How they might respond differently in the future. If appropriate these thoughts may be captured by the child on paper and may sometimes include a letter of apology.

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 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 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 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 – 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 – 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 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 may be 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.