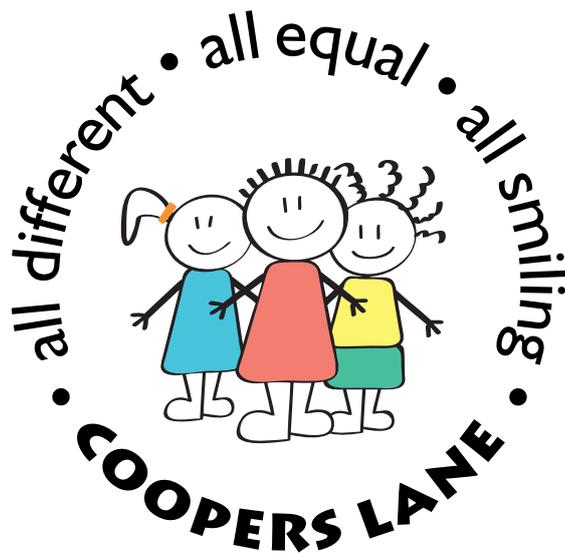


Coopers Lane Primary School



Temporary Behaviour Policy CVI9 Update

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Behaviour Policy – Coopers Lane School

Rationale

This behaviour policy has been written following consultation with all members of the school community – staff, parents/carers, and children. At the core of this policy is the belief that everyone at Coopers Lane is valued and respected. We want all members of our community to enjoy relationships based on mutual respect, co-operation and safety.

Coopers Lane Aims

As a school, we believe in the promotion of positive behaviour for learning, and our aims are:

- To provide children and adults with a caring, stimulating and safe environment in which they can learn and work
- To promote clear and consistent expectations and high standards for behaviour and learning
- To value all members of the school community
- To work with all parents/carers to support children's learning and development
- To develop an ethos of mutual respect throughout the school
- To provide an environment where the diversity of social and cultural backgrounds within the school are valued, respected and celebrated
- To listen and respect the views of both children and adults within the school community
- To encourage a caring attitude towards one another and the environment
- To ensure that rules, sanctions and rewards are applied justly and fairly

Values

Our values are central to all that we do and should be reflected across the school. Our school values are as follows:

- **Perseverance**
- **Honesty**
- **Kindness**
- **Happiness**
- **Love**
- **Responsibility**
- **Respect**



Our values are displayed in every classroom and in other communal areas around school. They are regularly discussed with pupils both in class and during assemblies.

UNICEF Rights Respecting School

We are a 'Rights Respecting' School.

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. These are also the principles of 'Restorative Approaches', which we practise at all levels within our school community.

Rights

Pupils have a right to be heard, a right to learn, and a right to be safe. Teachers and staff have a right to teach in a friendly, safe and supportive school. Parents and carers have a right to feel welcome and be heard, and to know that their children learn and achieve in a friendly, safe and supportive school.

Responsibilities

We all have responsibility for ourselves, others, our belongings and our school.

At Coopers Lane we will:

- help and encourage others
- always try our best
- be on time
- be honest and fair
- be polite
- respect others
- be understanding of others

Our expectations are:

We expect our community to demonstrate the school's values at all times.

Children Will

- **Perseverance:** Always try to complete work to the best of their abilities, even when challenged.
- **Kindness:** Be kind and helpful to other children and adults.
- **Honesty:** Tell the truth and be confident to admit when mistakes are made.
- **Love:** Take care of themselves and each other.
- **Happiness:** Have a positive attitude towards school. Be a good friend to other children.
- **Responsibility:** Ask adults for help when there is a problem. Look after their own and others' belongings.
- **Respect:** Listen to others carefully without interrupting. Follow our school motto by accepting that we are 'all different, all equal, all smiling'.

Staff Will

- **Perseverance:** Provide appropriate challenge for all children and encourage them to complete work to the best of their abilities, even when challenged. Celebrate all achievements along the learning journey.

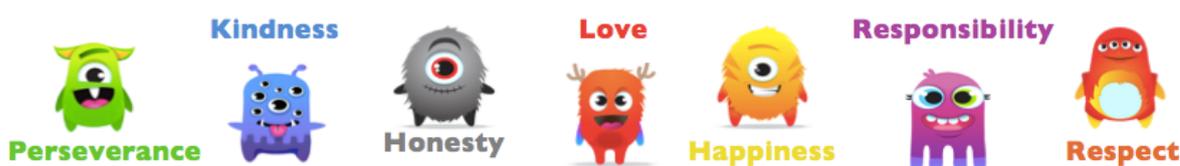
- **Kindness:** Be kind and helpful to all children and adults. Be sensitive to the needs and feelings of others.
- **Honesty:** Tell the truth and be confident to admit when mistakes are made. Show understanding to others when they make mistakes.
- **Love:** Provide a safe and secure learning environment. Build positive relationships with parents, carers and the community. Value children and their relationships. Have a love of learning and teaching.
- **Happiness:** Have a positive attitude towards the whole school community. Reinforce the School Values by rewarding positive behaviour. Greet the children with a smile.
- **Responsibility:** Demonstrate the school values at all times and be a positive role model to the children. Provide a safe, inspiring learning environment in which all children can reach their potential.
- **Respect:** Treat all members of our school community equally. Listen and communicate sensitively to children and adults. Follow our school motto by accepting that we are 'all different, all equal, all smiling'.

Parents/Carers Will

- **Perseverance:** Support children at home with their learning and be patient as they develop their understanding.
- **Kindness:** Be kind and helpful to all children and adults. Be sensitive to the needs and feelings of others.
- **Honesty:** Tell the truth and be confident to admit when mistakes are made. Show understanding to others when they make mistakes.
- **Love:** Provide a safe and secure home environment. Build positive relationships with the school community. Encourage a love of learning.
- **Happiness:** Have a positive attitude towards the whole school community. Reinforce the School Values by rewarding positive behaviour. Show an interest in children's learning.
- **Responsibility:** Demonstrate the school values at all times and be a positive role model to the children. Make sure the children are at school on time every day and ready for learning. Communicate regularly with the class teacher.
- **Respect:** Treat all members of our school community equally. Listen and communicate sensitively to children and adults. Follow our school motto by accepting that we are 'all different, all equal, all smiling'.

Rewards and Sanctions

Our values apply to the whole school community and all members of staff will use these values to reward and sanction the children. We use 'Dojo Points' across the school as our reward system and the points are awarded for demonstrating the school values.



- A 'dojo point' will be awarded when a child clearly demonstrates one of the values.
- The class is rewarded with a 'Dojo Dollar' every time they make it to a multiple of 10 points in a given week.
- Once awarded Dojo Dollars are stored in a class jar and are used to buy whole class rewards from a shopping list
- The class totals are cleared at the end of each week

- Midday Meals staff will give out dojo dollars at lunch times
- Midday Meals staff will give Dojo Respect slips to children who demonstrate positive behaviour. They will receive a dojo point and have their slip put in the year group lucky dip box.
- Two children will be given a 'VIP (Values in Practice) Award' in assembly on Friday for demonstrating the values and will be able to place their picture on display in the hall for that week.

The system will be consistent across the school and we encourage parents and carers to promote these values at home so that the children are fully aware of how to show them on a daily basis.

Each week teachers will select two children who have been promoting the values exceptionally well and they will receive a VIP (Values In Practice) Award in VIP assembly on a Friday morning.

Each half term, the Dojo Respect slips will be put into a lucky dip, with one child per year group winning a seat at the lunchtime top table. They will eat a special lunch with members of the midday team and be served by the senior leadership team.

Restorative Approaches

At Coopers Lane, we make use of restorative approaches when dealing with incidents of conflict. We encourage the children involved to face each other and express how each other's behaviour made them feel. When pupils face the consequences of their behaviour towards other children or adults, we believe it can help them to make more sensible choices in the future. We use the following 5 questions to facilitate the restorative meetings:

- 1) What happened?
- 2) What were you thinking about?
- 3) What were you feeling?
- 4) How are you left feeling now?
- 5) What do you need now?

Selected children from each class in Key Stage 2 will be trained as peer mediators and will help to resolve conflict between their peers.

Respect Sanctions

If children are disrespectful to any adult during playtime or lunchtime, they will be given a short time out with the staff member involved. If they do not take responsibility for their actions, they will have time out for the remainder of the play time. A record of the time out will be made on Scholar Pack.

General Sanctions

When poor behaviour occurs, sanctions will be applied fairly and consistently and will be appropriate to the behaviour in terms of severity and duration. We use sanctions to help children learn that their actions have consequences and to deter further poor behaviour.

Initially, it is the responsibility of the class teacher to apply fair, clear and consistent sanctions in the classroom. Teachers will use a variety of strategies, which may include:

- A verbal warning

- Loss of some or all of playtime
- A phone call home to discuss behaviour with parents
- A referral to a member of the senior leadership team.
- A virtual meeting with parents/carers
- Use of an individual reward chart

All concerns regarding behaviour will be communicated to parents/carers by the class teacher. In more serious cases, the Year Group Leader or a member of the Senior Leadership team may be involved.

A record of all serious behaviour incidents will be recorded on Scholar Pack by the adult dealing with the incident (usually class teacher, learning mentor or member of SLT)

Safety Measures During the Covid19 Pandemic

For children whose behaviour is persistently disruptive, an alternative, individual action plan will be used. This will be discussed with parents/carers via telephone.

Any child not adhering to their individual action plan, or any child putting themselves and others at risk, will be instructed to remain at home for the remainder of the term and use the online resources provided for home learning.

Reasonable Force

At Coopers Lane school, we are committed to encouraging our pupils to make positive behaviour choices. We aim to avoid the need for physical intervention and regard this as necessary in only very few situations. However, on rare occasions, persistent negative behaviour may result in a situation that requires some form of physical intervention from adults. Reasonable force may be needed to prevent pupils from disrupting good order and discipline, injuring themselves or others or damaging property. In this situation, the following principles will be followed:

- physical intervention should be used as a last resort when all other strategies have failed
- all physical contact will be kept to a minimum
- physical intervention will be used in ways that maintain the safety and dignity of all
- a member of the Senior Leadership Team will be called to any situation where physical intervention has been deemed necessary
- all incidents will be reported to the Headteacher
- the Headteacher or a member of the Senior Leadership Team will be responsible for discussing what has happened with all parties involved, and all details of the situation will be recorded
- parents will be invited in to school to discuss the situation

If the behaviour is part of an ongoing pattern, it may be necessary to agree/update a behaviour plan and risk assessment. In some cases additional support from outside agencies may be deemed necessary.

Section 93 of the Education and Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order and discipline

Please see the web link below for the Department for Education Advice (July 2013) for further clarification on the use of physical intervention:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Exclusions

At Coopers Lane, prevention rather than punishment is always our starting point, and through the use of robust systems for managing behaviour, we ensure that our pupils are very seldom excluded. However, very serious incidents including violence or verbal abuse, behaviour that threatens the health and safety of others or damage to property are likely to result in a fixed term exclusion. Only the Head Teacher can exclude a pupil. In this situation, the following guidelines will be adhered to:

- the exclusion of children on a temporary fixed term basis or during lunchtimes will be reported to the LA using the agreed format (kept in the school office) and parents will be informed using the agreed letter (kept in the school office).
- if a child is subject to an exclusion, the class teacher will be responsible for setting appropriate work for that pupil to be completed during the period of a fixed exclusion. This work will be marked when the child returns to school.
- the parents of the child and the pupil will be expected to attend a back to school/fresh start meeting with the Head Teacher on their return to school to ensure that the child understands that poor behaviour will not be tolerated. This meeting will be considered a fresh start, enabling mutual trust and respect to be restored.

Please see the web link below for the Department for Education Advice (July 2017) for further clarification on exclusion from school:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

See also, Changes to the school exclusion process during the coronavirus (COVID-19) outbreak:

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>