



Coppice School

Ash Hill Road

Hatfield

Doncaster

DN7 6JH

Tel 01302 844883

Behaviour Policy

Date created:	24 September 2008
Date approved:	27 th March 2009
Date Updated:	15 September 2009
Signed: (Chair of Governors)	
(Headteacher)	
Date for review:	March 2010
Reviewed	March 2012
Next review	March 2014
Reviewed	March 2016
Next review	March 2018

At Coppice School we all...

Communicate to help us to shape our future

Open doors to exciting opportunities

Practise the skills important for life

Promote friendships and care for each other

Include everybody

Celebrate our individuality and independence
Enjoy and excel

Aims of School

- Communicate to help us to shape our future
 - Open doors to exciting opportunities
 - Practice the skills important for life
- Promote friendships and care for each other
 - Include everybody
- Celebrate our individuality and independence
 - Enjoy and excel

General Aim

To promote good behaviour, using a consistent whole school approach, thereby creating a structured environment in which all individuals are valued, respected and safe and where teaching and learning can be given priority.

Specific Aims

- To provide an ethos where all pupils respect each other and where there is mutual respect between staff and pupils
 - To create a climate where pupils learn, develop and mature.
- To provide rewards for good practice and sanctions for poor behaviour and attitude in an effort to modify behaviour.
- To provide a safe and caring environment where all pupils are encouraged to respect others, irrespective of race, gender, colour creed or disability.
- To all pupils to develop strategies/skills to cope with various situations which arise in and outside school.
 - To give a school policy/code so that all concerned know what type of behaviour is acceptable.
- Ultimately for Coppice School pupils to function within their own self-discipline rather than constraints imposed from outside.

Good behaviour begins with good relationships. Good relationships do not develop overnight. A great deal of time and effort is needed by adults to create the kind of atmosphere conducive to good behaviour. Children will learn to trust and respect when trust and respect are shown to them. It is essential that the school has a whole school behaviour policy which is followed by everyone working on the premises. In this way consistency is achieved and children cannot 'play off' one person against another. The 'whole school' must include both teaching and non-teaching staff - in particular the lunchtime supervisory staff.

Partnership between home and school is crucial to a successful working policy. Parents should also be able to gain support for inappropriate behaviour exhibited at home by seeking school advice or e.g. simple behaviour modification charts.

General Principles

Teachers will give a lead in dealing with children and reinforcing good behaviour. All adults will treat all children equally, be calm and polite. It is important to criticise the behaviour and not the child.

Confrontation should be avoided but when a child is choosing this route opportunities should be given for a way out of the situation, e.g. 'I want you to show me that you've calmed down by sitting on that chair, then we can sort this matter out'.

Always give the child a way out of difficult situations and the option to change to a more appropriate behaviour.

Good behaviour will be praised and rewarded and bad behaviour not reinforced but dealt with, firmly, consistently and quietly. The names of good children will be said frequently and the name of badly behaved children as little as possible.

There are three distinct time of the day which need their own procedures:

- a) in the classroom and moving around school under the direction of a member of staff;
- b) at break times, and
- c) at dinner times.

Classroom Behaviour

Each class group should formulate no more than five specific, positive, observable rules for their classroom. These should be displayed prominently.

Rewards

If children choose to keep the rules, staff will reward good behaviour with:

- verbal praise
- 'thumbs up', smile or other non-verbal praise
- special responsibilities
- sticker in books/jumpers or stickers in a behaviour card
 - letters to take home/phone calls
 - time on a computer or Lego etc.
- certificates awarded in assemblies
 - tangible rewards
 - raffle tickets
 - signature on charts.

Sanctions

If children choose to break the rules, their names will be recorded on the teacher's daily planning sheet and there will be the following sanctions:

(Remember sanctions should be hierarchical. It is no good launching in with the most severe sanction for a minor infringement).

- Warning (it may be just a look!)
 - Put name on board
 - Put a cross by name
 - Isolate within class
- Move to another area for 20 minutes with work
 - Stop trips or treats
 - Give break time detentions
 - Give after school detentions
 - Isolate outside of classroom

Severe Clause

Should request to see parents or at least contact by telephone

May do home visits

May stop transport and take child home

May exclude

May isolate

Behaviour which would result in severe clause being implemented:

- when a child wilfully inflicts physical harm on another
 - when a child wilfully destroys property
- when a child overtly and persistently refuses to do what the teacher asks
 - when a child engages in behaviour which prevents the class from functioning
 - when it has been necessary to physically restrain a child

When a child engages in the behaviour described above, the child will be sent, if willing to go, with a Teacher Aide to the Head or Deputy. If the child is unwilling to go, the T.A. or another child will be sent to fetch the senior member of staff. The child will be taken to the Head's office and the parents contacted, if possible, by phone. If the child calms down, the senior management team member will return the child to class and speak to the parents. If the child is unwilling to calm down the child will be isolated from his peers until he is ready to return to class. Missed work will be made up either at home or in detentions. If parents cannot be contacted or refuse to attend school, a member of the senior management team will endeavour to complete a home visit.

Remember it is difficult to be hard and fast with sanctions. Children will view them in different ways. They are most effective when they follow as soon as possible after the event and are appropriate to the 'crime' e.g. to tidy up the classroom after throwing Lego around.

Whenever a child is physically handled an incident form must be completed and the Head notified as soon as possible.

Break Times and Lunch Times

Each member of staff on duty will reward positive behaviour. Appropriate sanctions (see previous list) will be implemented for poor behaviour.

Structured activities will be provided by staff for indoor break times/lunchtimes.

Sanctions for Absenters from Staff Supervision

Pupils who go absent because of 'valid' reasons such as bullying or other emotional upsets may be dealt with differently.

If a child goes absent supervising staff are to inform the member of staff in charge.

If a child returns within ten minutes they may be returned to their lesson or activity after they have given their assurance to cope with the group. They will make up the time lost at the next available break time.

If the pupil returns later or absconds home, the time they have lost is made up at the discretion of the senior member of staff and the supervising staff.

Isolation will be considered as an option.

Action to be taken when a pupil absconds:

1. Inform senior staff as soon as possible.
2. Senior staff to co-ordinate incident form.
3. Staff to observe youngster in the grounds and when off site attempt to encourage back. Do not chase pupils in view of the fact that they may run onto the road.
4. Senior staff to inform police if students leave grounds
5. Senior staff to contact parents/carers.

If absenters/absconders undertake the required pay back time in an inappropriate manner there could be the opportunity for further supervision. Alternatively they may be able to 'earn some time back' by accepting the consequences of their actions sensibly.

If a child is not going to be at risk then do not restrain a child from leaving the building.

Smoking (Has not occurred previously but could)

Smoking and apparatus concerned with it is not allowed on school premises. If a child is caught smoking or with materials in school they will lose two break times and materials will be confiscated. They will only be returned at the request of parents. Letters will be sent home.

Persistent offenders will be dealt with on an individual basis.

If a child 'inadvertently' bring smoking materials into school and hands them in, they will be returned, at the request of parents, with no punishment.

Physical Restraint

See Care Code of Practice, Legal Guide and policy Framework

Most staff currently in school have been trained in Team Teach techniques. This is a system which aims to keep staff and pupils safe should, as a last resort, physical restraint of children be necessary. Staff are aware of their legal responsibilities regarding children and when it is appropriate to physically restraint children. Parents will be notified immediately if their child has been restrained and incident forms completed.

Regular Team Teach Training will undertaken to ensure all staff receive training and have regular updates

All our staff have a duty of care to focus on the interest on the student and are under legal obligation to ensure that any physical intervention is:

- In the best interest of the student.
- Is absolutely necessary.
- Is reasonable and proportionate.

All staff are aware of the schools Behaviour Policy which clearly states the policy and procedures following use of physical restraint.

Incident Forms

All 'incidents' in school which are not of a minor nature should be recorded on an incident form. The incident logged in the "BOUND BOOK" completed in chronological order and a senior member of staff notified as soon as possible. Copies of the incident form should be placed in the children's individual files. Incidents will then be entered on to the behaviour database. The log book should not leave the office and injuries of a minor nature should also be recorded in the accident book. As of 14/01/16, all incidents to be recorded online

CPoms

Parental Involvement

There will be opportunities at IEP evenings to discuss the Behaviour Policy with parents. Should there be sufficient interest, it may be possible to set up Adult Education Classes for parents to help them deal with difficult behaviour and promote good behaviour.

Individuals

It is recognised that some students may require individual behaviour programmes tailored to meet their needs. These students will have individual Behaviour Support Plans BSP. These will list behaviour strategies and rationale for behaviours This will enable students to work towards specific objectives and short term goals to improve negative behaviours. Some children will be subject to an individual risk assessment, which will mean that procedures have been put in place should the need for a particular action occur. All children will have IEP targets for Personal/Social/Behaviour development.

Implementations

This policy will be introduced to staff for comments in March 2009, and will be put before the Governors for ratification at the sub committee meeting 27th March 2009.

Review

The policy and incidents will be reviewed on a monthly basis at behaviour management meetings along with Team Teach techniques and Risk Assessments.

Coppice School Behaviour Policy Promise

1. I will be kind and thoughtful
2. I will be polite
3. I will be helpful
4. I will try my best
5. I will be a credit to my school and my family

Dealing with Physical Confrontation (please read current LEA Guidelines)

Physical restraint or intervention should only be used as a last resort if the pupil is going to damage himself, another pupil, an adult or seriously damages the furniture and fittings around him. It is essential that the amount of force is no more than is necessary to control the situation.

All other approaches and interventions should have been tried before physical intervention is employed. It may be that particular situations are difficult to predict as exemplified by a premeditated assault by one pupil on another pupil or when a child loses control instantaneously in a violent temper outburst.

If the child is escalating things which threatens danger:

1. Call for back up immediately - don't wait until it's too late or it's gone too far.
2. Whenever possible warn the pupil quietly but clearly and firmly regarding possible consequences.
3. Never act out of temper. If you feel you are losing your control the professional approach is to call another member of staff.
4. Keep counselling that it is still possible to get out of the situation and remove the other children.
5. When other staff arrive they must enter carefully and with the lowest possible threat level.
6. Staff entering a situation need to follow the Team Teach protocol of "Help available" or in more severe situations "more help available". Very often non-verbal cues or signals can be given instead of verbal one depending on the situation.

Person entering should either:

- a) back up member of staff already dealing with things and follow their lead, or
- b) offer solution and way out - i.e. restoration of initial casual problem etc.

.....If these tactics fail

If all attempts at de-escalation fail and the child pre-empts things by becoming violent as in the definition at the beginning of these notes, then:

1. Get help immediately if not already there. Inform a senior member of staff if not already part of the situation. (You should only handle the situation on your own if a direct physical assault is made, but another adult must be sent for without delay).
2. Try to engineer or create space around you so that both you and the pupil are safe.
 3. Use agreed procedure for restraint of pupil.
4. Try to engineer or create space around you so that the pupil does not have access to leverage points or "weapons".
5. Look after your own safety and that of the pupil at all times. Do not put yourself in a position where you will be on your own with a child if at all possible.
 6. Counsel/talk down pupil and start to restore normality
 7. Record the incident using agreed procedure
8. Wait until the next day before talking through the incident with the pupil
 9. Inform Head and Parents

MANAGEMENT POLICY STATEMENT

Pupil Behaviour and Bullying

Definition of Bullying

Behaviour that may or may not be wilful but can hurt, frighten, threaten or intimidate someone else.

Types of Bullies and Victims

Both pupils who exhibit bullying behaviour and their victims display a variety of behaviours and reactions dependent upon the inter-personal relationship operating at that time upon the location. It is quite possible that the bully may also be a victim in other circumstances and vice versa.

School Statement in Relation to Bullying

The school recognises that bullying can occur, from either an individual or a group, and that it is likely to occur at Coppice. By accepting this statement as fact we are then able to maintain a system of preventative measures as well as being able to react to any reported, observed or suspected situation

School Response as a Preventative Measure

The school has identified the following situations as periods of risk.

1. Unsupervised toilet access.
2. Pupil arrival in the morning
3. The beginning and end of morning and afternoon and lunch breaks.
 4. Play times.
 5. Lunch times.
 6. Classroom time.

The staff attempt to reduce risk at these times by the following measures:

- High staffing levels at playtime and lunch breaks.
 - Supervised toilet access.
 - No unsupervised toilet access.
- As little unsupervised time as is possible.
 - Staff attendance.
 - Staff awareness.
 - Staff Observations

School Response in the Event of a Particular Incident

The school defines three main ways in which undesirable or bullying behaviour may be brought to its attention:

staff suspicion of an event
staff observation of an incident
report of an incident by victim or other person.

The school response for each of these should be as follows:

Staff Suspicion

The member of staff should either investigate or transmit the suspicion to the class teacher for investigation. Suspicion should be communicated to other staff at a staff meeting.

Staff Observation of an Incident

The first priority should be to rescue the victim from the situation. The situation should be thoroughly investigated and all information transmitted to the responsible class teacher and then all staff at a staff meeting.

Report by victim or other person

All cases to be investigated by the person receiving the report or passed to the responsible class teacher for investigation.

Serious incidents should always be recorded on incident forms/CPOMS. The response in relation to the instigator of the bullying will vary from the gentle investigation to the rigorous sanction. This will depend on the individual, the inter-personal relationship operating at the time, the situation and the location. All responses will be communicated to other staff at staff meetings.

IT MUST BE CONVEYED TO PUPILS THAT THIS TYPE OF BEHAVIOUR IS UNACCEPTABLE AT ALL TIMES.

Parents will be kept informed of any incidents of bullying.

PSHE

As part of our social education programme pupils will be taught about appropriate relationships with others and given opportunities to learn how to deal with bullying.

Completion of Incident and Team Teach Incident Form

CPOMS/Supporting documents (ie: skin maps) to be completed for any incident.

Team Teach Incident Form to be completed when Positive Intervention has been required in conjunction with the CPOMS/Supporting documents (ie: skin maps).

All incidents to recorded on CPOMS/Supporting documents (ie: skin maps) and where a positive Intervention is required the Team Teach Incident must be completed on the day of the incident.

Incidents need to completed in a chronological order to show how this incident occurred and developed.

Once completed forms to be emailed to SLT.

Once the incident has settled relevant staff and students will be debriefed by L.Allison. This maybe the following morning.

Supporting documents (ie: skin maps) and the Team Teach Incident Forms will be kept in the pigeon holes outside the staffroom.

Please note all CPOMS/Supporting documents (ie: skin maps) must be completed on the day and logged online or in the case of system failure - in the bound book which is kept in a locked drawer in Reception.

Any injuries, however small must be logged on a skin map and brought to the attention of the Senior Management Team. This should be signed by a member of SMT and parents/carers informed by home/school diary or telephone. This should be noted on CPOMS/Supporting documents (ie: skin maps).

Our school has trained staff in the use of the Team-Teach 'positive handling' techniques. The positive handling training is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Although our staff are trained in the use of physical techniques, this is only a small part of the framework and our aim is to reduce the use of physical interventions by influencing attitudes, skills and knowledge.

All our staff have a duty of care to focus on the interest on the student and are under legal obligation to ensure that any physical intervention is:

- In the best interest of the student.
- Is absolutely necessary.
- Is reasonable and proportionate.

and are aware of the school's Behaviour Policy which clearly states the policy and procedures following use of physical restraint.

This policy should be read in conjunction with; Positive handling, complaints and CP policies.