

# **POSITIVE BEHAVIOUR POLICY**

**(including ANTI-BULLYING AND REASONABLE USE OF FORCE)**

**December 2019**

# **COLESHILL HEATH SCHOOL**

## **POSITIVE BEHAVIOUR POLICY**

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A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT.  
PLEASE ASK AT THE SCHOOL OFFICE.

## 1. Introduction

Within the school there is a culture that promotes effective learning, active participation, positive self-image and self-motivation. Within this every individual is valued, respected and trusted.

## 2. Aims

The aims of the **Positive Behaviour Policy** reinforce the goals for the school community:

- ◆ To create a safe, positive and stimulating learning environment
- ◆ For children to take responsibility for their own behaviour so that they are able to relate well with other children and adults.
- ◆ For children to consider the consequences of their actions and to be able to make amends if their behaviour is unacceptable.
- ◆ To provide clear boundaries of acceptable behaviour which ensures the safety and well being of everyone in school.

## 3. Objectives

The '**Coleshill Heath Code**' recognises individuals and 'teams'.

Each child on entry to the school, is put into a '**Code team**' (**Confidence**, **Courage**, **Kindness** or **Honesty**) each reflecting the core values of the school. Children are expected to demonstrate all these values **and** our school rules.

Our three clear expectations [rules] of pupils are that they show our **CHS Values** by:

- ◆ Being **READY**
- ◆ Being **RESPECTFUL**
- ◆ Being **SAFE**

## 4. Implementation

### Recognition and Rewards for Effort

We recognise and reward pupils who go "**over and above**" our standards as well as those who consistently follow the Coleshill Heath Code. In our school this means any pupil who exhibits behaviour over or above the 'normal' standard.

### Our positive recognition includes:

- ◆ RECIPE awards
- ◆ Behaviour Star (with name in lights)
- ◆ Dojos – (individual and whole school efforts recognised)
- ◆ Positive calls and notes home
- ◆ Hot choc with the Head
- ◆ Tea with me [Reading recognition]
- ◆ Wristbands for children consistently following school rules

## Roles and Responsibility

Throughout the school, children are encouraged and offered opportunities to actively participate in its running; by doing so they offer positive role models to their peers. Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

### All adults will:

- ◆ Promote our school rules of being **respectful, responsible and safe**
- ◆ Use the one page 'Blueprint'
- ◆ Be calm and give when going through the steps (prevent before sanctions).
- ◆ Adults will be consistent in establishing and maintaining the same clear boundaries.
- ◆ Treat pupils fairly and with dignity (PIP and RIP – Praise in Public, Reprimand in Private).
- ◆ All visiting staff, including peripatetic and supply teachers are expected to adhere to this Behaviour Blueprint.

Parents and carers have an important role in the implementation of this policy. Their support and involvement will play a crucial role in their child's behaviour. Any significant incidents, either positive or unacceptable will be reported to parents or carers either verbally or in written form.

## 5. **Responding to Unacceptable Behaviour**

Restorative Justice underpins all the behaviour practice and management within the school. All staff and children in school follow the practice of Restorative Justice.

### **Our Restorative School: See Appendix (iii)**

Coleshill Heath School endeavours to create an environment where all children appreciate the need to behave appropriately at all times. However, from time to time it is necessary to reinforce this using a series of clearly explained sanctions and consequences. These are incremental steps that sanction each unacceptable behaviour.

### **Stepped Boundaries [for classroom]**

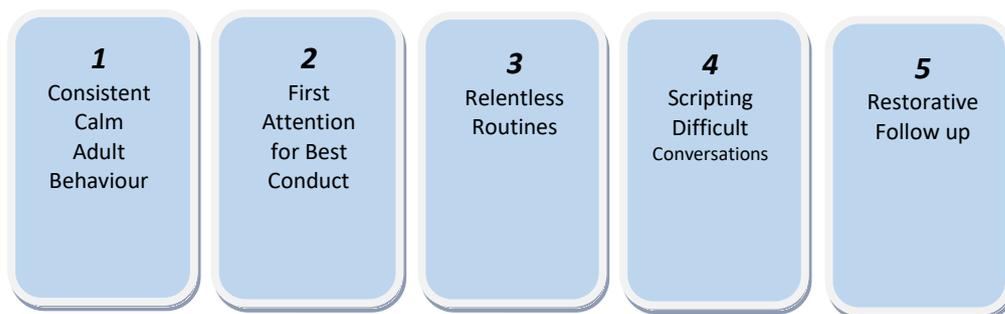
1. Reminder
2. Warning
3. Last Chance (5 minutes on reflection table)
4. Time Out (10 minutes in a partner class)
5. Restorative Conversation

## Pivotal Behaviour Blueprint

Each cClass follows the Pivotal Behaviour Blueprint - this is a single A4 sheet that is the bridge between the **behaviour policy and daily behaviour practice** around the school.

**Behaviour Blueprint: See Appendix (ii)**

Our Behaviour Blueprint is based on the Five Pillars of Pivotal practice.



### During Lunchtime:

- ◆ A warning or reminder about appropriate behaviour is given.
- ◆ A second warning is given linked to a consequence if the child does not respond e.g walk with a Lunchtime Supervisor.
- ◆ Remove the child from the situation and any onlookers, although this may not always be possible, and reinforce expectations regarding conduct.
- ◆ In consultation with the lead Lunchtime Supervisor a child may be sent to the Reflection Room for a specified period to reflect on their behaviour and discuss it with a member of staff.
- ◆ Class Teachers are always briefed at the end of each lunch period.
- ◆ Lunchtime supervisors complete blue incident forms and these are given to the Behaviour Team to log on CPOMS – (our computerised behaviour monitoring system).
- ◆ Engage with Restorative approaches if behaviour has been unsafe or disrespectful.

## Develop Relationships – it is essential that we are relational in our approach

Children and adults respect each other and there is a **zero tolerance** of physical or verbal bullying. **Anti Bullying Policy: See Appendix (i)**

- ◆ The ethos promoted is one of inclusion whereby everyone enjoys working and playing together and children are taught how to compromise and negotiate.
- ◆ If there is a dispute, both sides have the opportunity to give their version and to suggest how they can bring about a solution/reconciliation/agreement through Restorative Justice Conversations.
- ◆ Adults and children are expected to speak to each other respectfully avoiding shouting and sarcasm. Swearing is not acceptable. Threatening, defiant or aggressive body language is also unacceptable.
- ◆ The beliefs, feelings and values of others are respected.
- ◆ Older children are encouraged to help and support younger children, especially those who are **'Play Leaders'** and **'Peacemakers'**.
- ◆ Members of the school community who are disabled or those that may seem different in some way, are treated respectfully and included.

**Within the school curriculum** children learn the skills to develop socially, morally, ethically and spiritually. Children take part in:

- ◆ PSHE/Jigsaw lessons.
- ◆ Daily collective assemblies.
- ◆ Circle time (where children sit and discuss behaviour and ways of supporting those finding it difficult to behave appropriately).
- ◆ The School Parliament provide forums for discussion promoting responsibility and self-discipline.



### WHAT DO THE CHILDREN THINK?

*School Parliament views about behaviour and expectations...of children and adults:*

- ◆ Respect for everybody
- ◆ Children should play fairly and take turns
- ◆ Adults should address children in the same way they would like to be spoken to
- ◆ Adults should treat all pupils equally (no favourites)
- ◆ Be nice to each other!

Zones of Regulation approaches will be adopted and implemented to support children with emotional understanding

## 6. Expectations in Specific Circumstances [Please see Internal Graduated Approach – Page 8]

Any incident judged to be a concern or **Code Red** by any member of the school's Leadership Team will be dealt with appropriately and will result in any of the following consequences being actioned:

- ◆ Parents being called into school to discuss their child's behaviour.
- ◆ An agreed plan of action put in place (the pupil will receive a Recognition Card).
- ◆ Exclusion from playtime or/and lunchtime privileges.
- ◆ Withholding participation in any school trip or sports events that are **not an essential part of the curriculum** on the grounds of health and safety.
- ◆ Children who persistently do not behave appropriately in lessons, may also have club, team or residential participation withheld.
- ◆ In extreme cases where inappropriate behaviour is prolonged, outside agencies may be called upon (parents will be informed of this).
- ◆ Fixed term exclusion

### Children with On-going Behavioural Needs:

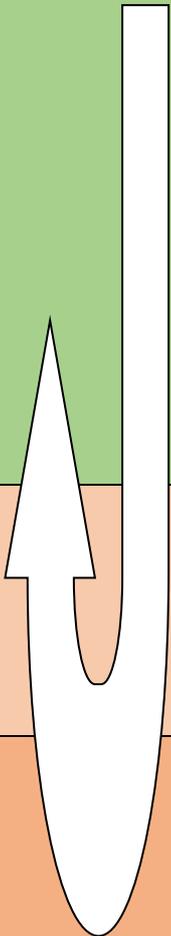
- ◆ All pupils are expected to behave in an appropriate manner but children who have been put on the Special Educational Needs Register for Social, Emotional and Mental Health concerns, will need adaptations to be made.
- ◆ In certain circumstances a 'Positive Handling Plan' will be drawn up and shared with all staff (including Lunchtime Supervisors, Supply and Specialist Teachers).
- ◆ Staff should encourage the child when they behave well. This may be for everyday actions but, if a child has a Recognition Card, they obviously have to work harder at behaving than other children and this should be recognised.
- ◆ Staff will also ensure that, through careful planning and preparation of lessons, all children will be able to access the learning and those with Recognition Cards will receive the appropriate **support and guidance**. This enables children to stay focused and within the school rules.
- ◆ Teachers and Teaching Assistants should ensure that conditions made explicit in the Recognition Cards are rigorously and consistently applied. All members of staff who have contact with a child with SEMH should be aware of the targets, sanctions and rewards.
- ◆ Children have specific time with a Learning Mentor to help them remember these targets. If the child's behaviour is deemed unacceptable, staff should quietly and firmly remind them of what is expected. The use of "reflection" should be encouraged to calm children down.
- ◆ If a child with a Recognition Card is sent to another class frequently, the Inclusion Manager and SENDCO will be informed and further action may be taken. The child's Recognition Card will be reviewed and targets may need to change.
- ◆ If children require additional support from agencies outside school, the SENDCO, Inclusion Manager and the SLT will take the lead role. They will identify which agency needs to be informed and involved. This may include SISS for ASD or SEMH issues, SOLAR, CEPS, SENTAA and Early Help.

All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution.

## 7. Conclusion

All staff at Coleshill Heath are committed to ensuring that the school provides a safe and caring environment in which all children can learn and develop. This **Positive Behaviour Policy and the Pivotal Behaviour Blueprint** must be followed **consistently**.

## Internal Graduated Approach

Always Code Green	ALWAYS R, R, S ALWAYS FOLLOWS CHS CODE ROLE MODEL ACHIEVES CHAMPION LEARNER PUPIL LEADER	<ul style="list-style-type: none"> <li>✓ RECIPE awards</li> <li>✓ Behaviour Star (with name in lights)</li> <li>✓ Dojos – (individual and whole school efforts recognised)</li> <li>✓ Positive calls and notes home</li> <li>✓ Hot choc with the Head</li> <li>✓ Tea with me [Reading recognition]</li> <li>✓ Wristbands for children consistently following school rules</li> </ul>
	RRS [AS STANDARD] CHS CODE KINDNESS CHAMPION DOJO CHAMPION RECIPE AWARD BEHAVIOUR STAR [NAME IN LIGHTS]	CHILDREN WHO ARE <u>CONSISTENT</u> WITH CODE GREEN ALSO QUALIFY FOR 'ABOVE AND BEYOND RECOGNITION'.
	Refusal or disrespectful behaviour Ignoring instructions Verbal aggression Damage to property Hurting other children	<ul style="list-style-type: none"> <li>➤ RECOGNITION PLANS</li> <li>➤ REFLECTION TABLES/CALM CORNERS</li> <li>➤ REFLECTION ROOM [restorative approach]</li> <li>➤ PARENT INFORMED</li> <li>➤ PARENT PARTNERSHIP MEETING [if needed]</li> <li>➤ INDIVIDUAL REASONABLE ADJUSTMENTS [ eg. Structured Lunchtimes, ABC charts - CPOMS]</li> </ul>
	Persistent examples from above list Persistent Avoidance Reaction using physical aggression	<ul style="list-style-type: none"> <li>➤ INTERNAL REFLECTION – DIFFERENT SPACE</li> <li>➤ TEAM AROUND CHILD [ASD/SEMH/SENTAA/EP]</li> <li>➤ INDIVIDUAL RECOMMENDATIONS WAVE 2</li> <li>➤ REDUCED TIMETABLE and Reintegration plan</li> <li>➤ POSITIVE HANDLING PLAN</li> <li>➤ REVIEW AND ADAPT WAVE 2 RECOMMENATIONS</li> </ul>
Code Red	BULLYING FIGHTING/VIOLENCE TO CHILDREN OR ADULTS RACIST OR HOMOPHOBIC ABUSE SERIOUS DESTRUCTION OF PROPERTY	<ul style="list-style-type: none"> <li>▪ FIXED TERM EXCLUSION THEN TO RESTORATIVE APPROACHES WITH STRATEGIES ABOVE TO SUPPORT REINTEGRATION</li> <li>▪ HIGH NEEDS TEAM AND FURTHER MULTI-AGENCY SUPPORT</li> <li>▪ PERMANENT EXCLUSION</li> </ul>

# COLESHILL HEATH SCHOOL

## ANTI-BULLYING POLICY

### 1 Aims

- 1.1 The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- 1.2 Bullying is an anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated.
- 1.3 Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.
- 1.4 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- 1.5 The three main types of bullying are;
  - ◆ Physical (hitting, kicking, theft)
  - ◆ Verbal (name calling, racist remarks, offensive remarks, insulting)
  - ◆ Indirect (spreading rumours, excluding someone from social groups, any form of Cyber bullying i.e. malicious emails or text messages)
- 1.6 Pupils must be encouraged to report bullying in school.

### 2 Implementation

- 2.1 The following steps may be taken when dealing with incidents;
  - ◆ Indirect (spreading rumours, excluding someone from social groups, any form of Cyber bullying i.e. malicious e mails or text messages DELETE
  - ◆ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
  - ◆ A clear account of the incident will be recorded and given to the Headteacher
  - ◆ All staff involved and the school's Leadership Team will be kept informed
  - ◆ Parents will be kept informed
  - ◆ Appropriate measures will be used in consultation with all parties concerned
  - ◆ Pupils who have been bullied will be supported
  - ◆ Pupils who have bullied will be supported
- 2.2 The following disciplinary steps may be taken;
  - ◆ Official warning to cease offending
  - ◆ Exclusion from certain areas of school premises
  - ◆ Exclusion from playtime and lunchtime privilege
  - ◆ Withholding participation in any school trip or sports events that are not an essential part of the curriculum
  - ◆ Fixed term or permanent exclusion.
- 2.3 Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE/Jigsaw, Circle Time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- 2.4 The school will actively participate in the 'National Anti-bullying Week' on an annual basis.

# The Pivotal School Behaviour Blueprint



**"This is how we do it here"**

Use this blueprint as your reminder of daily behaviour practice within The Pivotal School.

**When the adults change, everything changes.**

Classroom behaviour resources available through Pivotal Education



PivotalEducation.com

## Rules

1. Ready
2. Respectful
3. Safe

## Visible Consistencies

1. Handshake / Greeting
2. Stand and Settle
3. Hand up, wait [gain attention] and thank

## Over & Above Recognition

1. Behaviour Star - [Name in Lights]
2. Hot Choc Friday
3. Weekly Phone call Home /Postcards

## Relentless Routine

1. Meet and Greet

2. Tremendous Transitions [e.g. Carpet to table]

3. Wonderful Walking

## Stepped Boundaries

1. Reminder
2. Warning
3. Last Chance [5 mins on reflection table]
4. Time Out [10 mins in partner class]
5. Restorative Conversation

## Microscripts & Mantras

1. I've noticed....
2. I need you to....
3. Do you remember....
4. Show me....
5. Thank you for....

## Restorative Questions

1. What happened?
2. What were you thinking then / now?
3. How were / are you feeling?
4. Who do you think has been affected / how?
5. What needs to happen to put this right now and in the future?

# Our Restorative School

What happened?

What were you thinking then/now?

How were/are you feeling?

Who do you think has been affected/how?

What needs to happen to put this right?



# COLESHILL HEATH SCHOOL

## USE OF REASONABLE FORCE POLICY

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from;

- ◆ Committing a criminal offence
- ◆ Injuring themselves or others
- ◆ Damaging property
- ◆ Acting in a way that is counter to maintaining good order and discipline at school.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for a member of staff to use a degree of force.

Staff are able to use force, if necessary, provided they have been authorised by the Headteacher to have control or charge of pupils. The Headteacher will keep an up-to-date list of authorised people.

Detailed and up-to-date records will be kept in the Bound and Numbered Book of any incidents where force is used. Parents will be informed of such incidents and given an opportunity to discuss it.

Record of incidents will include:

- ◆ Name(s) of the pupil(s) involved
- ◆ When and where the incident took place
- ◆ Why the use of force was deemed necessary
- ◆ Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- ◆ The pupils response
- ◆ The outcome of the incident
- ◆ A description of any injuries suffered by the pupil or others and/or property damaged during the incident.



Policy Name:	<b>POSITIVE BEHAVIOUR</b> <b><i>(INCLUDES POSITIVE BEHAVIOUR, ANTI-BULLYING AND REASONABLE USE OF FORCE)</i></b>
Staff Responsible:	Miss C Budd
Governor Responsible:	Miss S Gill
Date for Review:	December 2021
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date:	December 2019 Ratified at Full Governing Body: <b>10<sup>th</sup> December 2019</b>

**Ratified by Full Board:**

Signed ----- Dated -----