



Behaviour Policy

This policy sets out the expectations of behaviour at Coupe Green Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement 'Learning together supporting each other' and our core values; kindness, respect, honesty and consideration.

We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem, good mental health through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To develop an understanding of consequences
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on kindness, respect, honesty and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult and peer role-modelling
- Playtime and lunchtime provision (structured playground games, lunchtime club)
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.



Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current and help develop self-esteem through demonstrating the value of every individual's contribution.

Good behaviour is modelled on a day-to-day basis by staff to demonstrate the behaviour that is expected by the children. For example, taking turns, opening doors, using manners by saying please and thank you and respecting each other in the way they speak to each other.

Teaching and Learning

PHSE lessons are taught weekly and more frequently when there has been an incident or area of behaviour the whole class would benefit from. In these sessions practical activities are used to develop children's understanding of any behaviour aspects such as bullying, how to keep safe online, problem solving, developing self-esteem and maintaining good mental health and valuing and respecting different people's views. This is set out in the PSHE curriculum overview.

Transition

When our Nursery and Reception children join school they are buddied up with a Year 6 or 5 child to learn about school, take part in activities and have a friendly face. We call these Guardian Angels. The Angels enable younger children to settle into school quickly.

Coupe Green Behaviour Support Offer

At Coupe Green we provide an Early Help Offer, which is devised to support children and their families when they are facing hardship, challenges and change. We recognise that all behaviour is a form of communication which needs to be understood by enabling children to talk through their actions and feelings so they can understand and change any negative behaviours. Therefore, when a child's behaviour changes or is challenging, provision within our Early Help Offer may be accessed.

- Access to school SENDco
- Whole school assemblies, focused on British Values, promoting respect, tolerance, individuality and diversity.
- PSHE lessons which may be increased for identified cohorts and content tailored to meet the class needs.
- Nurture Provision
- Personalised behaviour systems and rewards
- Early Help Assessments
- Wellbeing Workshops for parents
- Access to Child and Family Wellbeing Support
- Ongoing staff training, tailored to school needs



Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations

- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- To show appreciation of the efforts and contributions of everyone
- To foster and support good mental health and physical wellbeing
- To consistently follow Coupe Green's behaviour systems
- To communicate behaviour concerns with parents

All teachers, support staff and welfare assistants are responsible for the modeling of good behaviour, positive relationships and dealing with incidents around school.

Children's Responsibilities

- Be respectful, kind, honest and considerate
- Listen when an adult or your friends are speaking
- Share your ideas in a fair and considerate way, by putting up your hand and taking turns
- Always treat others as you wish to be treated
- Tell a grown up when something upsets you
- Seek support when you are feeling cross or angry
- Use resources available to you when you need to calm down

Parents' Responsibilities

- Model wanted behaviours, promoting respect, kindness, honesty and consideration.
- Read and understand the behaviour policy and systems.
- Communicate any concerns you have about your child with class teachers.
- Seek support, through Coupe Green Early Help Offer, if you are experiencing challenging behaviour at home.
- Respect school decision and consequences for behaviours

Behaviour Management Plan

Our behaviour management plan has three key aspects: rules, recognition and consequences.
Everyone in our school has the right to.....

- Learn
- Be respected
- Be safe

Therefore, everyone is expected to follow these whole school rules:

- We will always be kind and considerate.
- We will always try our best and allow others to do the same.
- We will show respect by looking after ourselves, others and school property.



- We will treat others as we wish to be treated.
- We will listen and follow adult instructions.

Recognition

Our behaviour systems have been written in conjunction with our children and are rooted in upholding our values of being respectful, kind, honest and showing equality and love for one another. It was agreed that all behaviours have consequences, whether the consequences may be positive or negative and that these consequences are fair.

At Coupe Green our behaviour motto is 'Good to be Green'. When children demonstrate behaviours that mirror our core values; kindness, respect, honesty, equality and love for one another, they are highlighted as being green. All children start their day as 'Good to be Green' and those that shine above that will be recognised further.

When children demonstrate positive behaviours and good choices the following consequences occur:

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart or card
- Positive recognition to parents at the end of the session/day
- Showing work to another adult/class/Headteacher
- Certificates (presented in assembly)
- Golden Merit Awards
- Headteacher Awards and Kindness Awards

Dealing with unacceptable behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

When an unwanted/inappropriate behaviour is identified, such as low level disruption, being off task, shouting out; is highlighted and children are reminded of the expected behaviour and the choices they can make. Adults communicate clearly the consequence of the choice, positive or negative.

- Stickers awarded
- Certificates awarded
- Golden Time earned (extra play on Friday 2.45pm – 3.00pm, as chosen by the children)

When unacceptable behaviours are demonstrated, stages are triggered. In consultation with our children, coloured cards were chosen as visual reminders and prompts for behaviours, like a football game. The visual prompts of yellow or red, also support our children's understanding of consequences.



Stage 1

Reminder of a 'Good to be Green' behaviour

- Super sitting
- Kindness
- Respect
- Honesty
- Showing equality and love for one another

Adults will also ask children, "Is everything ok?" recognising the change in their behaviour and offering support to rectify, whilst providing an opportunity for children to share any feelings that may be impacting their behaviour.

Stage 2 (Yellow Zone)

- Children may reach the yellow zone if the unwanted behaviour identified at stage 1 is not rectified.
- Children will be shown and given a yellow card as a visual reminder that the behaviour they are choosing is not respectful/kind/honest/considerate.
- If children meet yellow zone they have the ability to rectify their behaviour and return to the 'Good to be Green' zone.

Stage 3 (Red Zone)

- Children may reach the red zone if the unwanted behaviour continues after the visible warning of yellow zone.
- Children will be given a red card, which results in 5 minutes of their Golden Time allowance reduced. When children miss some of their Golden Time, they are required to sit in a designated room, with a teacher and complete a behaviour reflection.
- Children may also receive a red card and meet red zone if they display a zero-tolerance behaviour.

Zero Tolerance Behaviours

- Child-on-Child Abuse (see below for further details)
- Racist and/or homophobic acts
- Physical behaviour such as hitting, pushing, scratching, with intent to hurt another.
- Swearing
- Refusal to follow school rules and instructions from an adult
- Damage to property

If a child receives red cards repeatedly then a meeting with parents/carers will be called where a personalised behaviour system will be put in place and early help will be offered.

Extremely unacceptable behaviour will be reported to the Headteacher or member of the Senior Leadership Team. A phone call will be made to the parents the same day. For continual



unacceptable behaviour or in case of serious verbal or physical aggression, a 'Risk of Exclusion' meeting will be held with parents and Removal and Remedy, suspension or permanent exclusion may be actioned depending on the behaviour.

Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age.

Coupe Green Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Coupe Green Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31/peer-abuse)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

If any cases of child on child abuse are identified, Stage 4 of our consequence behaviour system would take place, see below for details. Stage 4 includes, meetings with parents to



discuss the concerns and behaviours, interactions between children are closely monitored to ensure that any concerning patterns in behaviour are identified and dealt with appropriately. Depending on the how child on child abuse is manifested, such as bullying, physical abuse, sexual abuse, upskirting, actions may be taken in line with schools safeguarding procedures.

Our whole school approach has been developed by pupils, staff and parents and includes a range of strategies adapted to suit particular incidents, including:

- Making clear that a zero-tolerance approach to bullying is in place in school.
- Encouraging children to report incidents without feeling they are telling tales.
- Incidents are taken seriously, investigated and if necessary, acted upon, with clearly defined procedures.

Suspension and Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Headteachers may use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance' (DfE)

Managed moved

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Alternative provision

There may be some cases where poor behaviour and repeated incidents may result in school making a referral to an Alternative Provision unit eg Pupil Referral Unit/ Special School. We ensure in these cases that we refer to the Alternative Provision Statutory Guidance.

All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.



Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

There is a **graduated approach to SEND** for pupils whose social, emotional and mental health needs present a barrier to achievement. This is as follows:

- Quality First Teaching
- Small group Support
- Nurture provision
- Support from outside agencies relevant to the needs of the child (CAMHs Child and Family Wellbeing (CFWB), Key, Child Action North West, Inclusion Hub, Educational Psychologist, IES Team).
- An Early Help Plan may be set up around the needs of the child and family.
- All support will be recorded in a plan. E.g. SEND Support Plan
- Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the school site or Exclusion.

When a child has a personalised behaviour reward system, stars will be earned throughout the day, for specific targets or challenging times, such as transition. Each star earned equates to time allocated for 'Golden Time' at the end of the week. If a child does not achieve a star their Golden Time is reduced.

Managing Pupil Transition

- At the end of the year transition meetings take place between the current class teacher and the receiving teacher. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged.
- Y6 - 7 transition. High school teachers attend our school and discuss the needs of the pupils going to their schools. Any information regarding social, emotional, behaviour and health needs are clearly communicated and paperwork exchanged.
- Y5 visit to prospective High Schools
- Vulnerable pupils (class to class, supply teacher etc). Information is passed on to teachers or staff who have not come in contact with the child to ensure they follow the same procedures for individual pupils. Positive behaviour plans will be shared.
- For children with an EHCP, our school SENDco hosts an annual review in the Summer term of Year 5 to ensure that targets are appropriate for the new chosen setting.

Monitoring

Whole school behaviour is monitored by the senior leadership team, via CPOMs. When teachers issue a red card, they log the incident on CPOM, which then enables Senior Leaders to analyse and identify any trends and patterns. Actions are then taken to improve behaviour and reduce the risk of behaviour concerns escalating.



Staff Training

Staff receive frequent CPD through twilight training, inclusion hub clusters, staff briefings and meetings. In house training is planned in accordance to needs within school and may cover specific behaviour needs, such as ASD/ADHD. Staff are also chosen to attend external training when required to increase knowledge when supporting children with additional needs, training may include the use of reasonable force.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

School's Power to Discipline Beyond the School Gate

At Coupe Green Primary School we expect pupils to maintain positive behaviour off school site including use of media.

Our aims are:

- To maintain good order on transport, educational visits, work experience
- To secure behaviour which does not threaten the health and safety of pupils, staff, the general public
- To provide reassurance to the public about school's care and control over pupils and thus protect the reputation of the school

We will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school in accordance to this policy.

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or



- could adversely affect the reputation of the school.

This is in accordance with DFE guidance (Behaviour in Schools, September 2022)

Dealing with allegations of abuse against teachers and other staff

Key points

- Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation should be / will be a clear priority to the benefit of all concerned
- In response to an allegation, staff suspension should not / will not be the default option. An individual should / will only be suspended if there is no reasonable alternative
- Allegations that are found to have been malicious should / will be removed from personnel records and any that are not substantiated, are unfounded or malicious should /will not be referred to in employer references
- Pupils that are found to have made malicious allegations are likely to have breached the school Behaviour policy. The school should /will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

We have clear procedures in place for dealing with malicious allegations against teachers and staff. The procedures make it clear that all allegations should be reported straight away to the head teacher. The procedures will identify the person, often the chair of governors, to whom reports should be made in the absence of the head teacher, or in cases where the head teacher is the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Home / School

Parents and children sign a Home School Agreement when their child joins the school. By signing the Home School Agreement parents will be indicating their agreement with the school Behaviour Policy.

Developing and Reviewing the Policy

The governing body is legally required to consult staff, parents and pupils on the school Behaviour policy. Every time we update the policy we ask the stakeholders views.

This policy works in conjunction with a number of other policies: Anti-bullying, PREVENT, Safeguarding, Attendance, SEND, Inclusion, Access Arrangements, Parental Involvement, Equality and Teaching and Learning.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: June 2023