

POSITIVE BEHAVIOUR POLICY

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Approved by Behaviour & Safety Committee	Autumn 2019
For Review Annually	Autumn 2020

Signed Chair of Committee

Dated



MONKS COPPENHALL ACADEMY

Positive Behaviour Policy

Academy Mission Statement

'To be the best we can in mind body and spirit'

Introduction

At Monks Coppenhall Academy, we aim to provide a safe, secure, happy Academy and caring environment for all children. The Academy Code of Conduct has been agreed to support this aim.

As part of the Academy curriculum, the Code of Conduct in the form of the Golden Rules will be explained to the children to ensure it is fully understood.

The Academy's Children's Council have contributed to this policy.

An adaptation of this policy has been devised for Monks Coppenhall's Day Nursery in order to support younger children.

Objectives

- To create an ethos of excellent behaviour in the Academy. This will ensure that children are happy, secure and safe
- To ensure that all are treated fairly, shown respect and to promote positive relationships
- To help children understand that good citizenship is based upon excellent behaviour
- To build an Academy community which values kindness, care, a sense of humour and empathy for others

Strategies

- The Academy's Golden Rules will be promoted at all times by staff and children
- All staff will use 'Our Positive Rewards' approach to behaviour, linked to Assertive Mentoring, using 'Smilies' and stickers to acknowledge good behaviour
- All children will be encouraged to treat others well
- All staff will set and expect high standards of behaviour at all times. 'Our Positive Rewards' approach alongside the Behaviour for Learning and Ready To Learn strategies will support and promote good behaviour
- A 'traffic light' system is used throughout the Academy and Day Nursery as a visual aid to children in supporting positive behaviour and attitudes

- Each member of staff will use and adhere to the Golden Rules. The responses will vary depending on the child's age/ability and any additional needs.
- Children will be taught to be polite, respectful, well-mannered and well behaved
- High standards of behaviour will be expected from all children taking part in any Academy organised or Academy related activity
- High standards of behaviour will be expected from all children travelling to and from Academy
- Each member of staff will held responsible for the good behaviour of the children in their care and in supporting and encouraging appropriate behaviour at all times around the Academy
- Where a member of staff feels they require additional support to manage a behaviour issue or problem, they will discuss it with the SLT and agree an appropriate strategy of support
- The class teacher will involve the parent/carer and the child at an early stage where there are issues with behaviour
- When there is a serious problem with a child's behaviour, outside agencies will be involved where appropriate
- In extreme cases, a child's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from the Academy by the Principal in accordance with DfE Guidelines
- If a child absconds from the Academy, the parents/carers and police will be informed. This unauthorised leaving of the Academy premises may result in a fixed-term exclusion

CPOMS

The Academy uses an electronic system called Child Protection Online Monitoring System (CPOMS), for staff to record information regarding behaviour, safeguarding, SEN, attendance, health, meetings with parents/carers etc in a paperless form. CPOMS replaces the paper files used previously and this has increased the confidentiality and security. Authorisation to access these records is controlled by the Principal and Designated Safeguarding Lead. The Safeguard Lead/ Deputy Safeguard Lead must be informed of any safeguarding issues.

KiVa

KiVa is a research-based anti-bullying programme that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The effectiveness of KiVa has been shown in a large randomised controlled trial.

In Finland, KiVa is a sought-after programme: 90% of all comprehensive schools in the country are registered KiVa schools implementing the programme.

Monks Coppenhall Academy has implemented and embedded the KiVa programme. A KiVa Team, consisting of trained members of staff, manage any incidents of bullying at the Academy.

Through both universal and indicated actions, KiVa aims to prevent bullying and tackle any emerging cases of bullying. KiVa Ambassadors have been elected to support any friendship issues in the playground.

KiVa is only applicable at Key Stage 2. All Key Stage 2 children will receive one 30 minute KiVa lesson every fortnight and will take part in the on-line survey for children in June.

In Early Years and Key Stage 1 other strategies are used such as 'Friendship Terrace', Circle Time and PSHE to promote a tolerance and respect towards others.

The Academy Prefects have all been appointed KiVa Buddies who work on a rota basis throughout the week. They act a visual presence on the playground to remind all Key Stage 2 children of what behaviour is expected and also as someone who they can talk to if a child is not comfortable in going straight to an adult.

The KiVa Lead regularly meets with the KiVa Buddies to organise assemblies and support the KiVa Buddies.

Supporting Speaking and Listening

Speaking and Listening are at the core of learning experiences for all our children. Opportunities for developing Speaking and Listening skills are provided, by giving children visual strategies as required in all lessons.

British Values

Part of our Academy ethos and behaviour encompasses British Values such as respect, tolerance, cooperation and politeness. The Academy ethos and aims promotes respect for others and this is reinforced through our high expectations and Golden Rules.

Our Golden Rules (see Appendix 1)

- **I will be polite to everyone and listen when they are talking**
- **I will be kind and respectful to everyone**
- **I will keep our Academy tidy and take care of our equipment**
- **I will walk safely and quietly around the Academy**
- **I will always try to be the best I can in 'mind, body and spirit'**
- **I will bring everything that I need for the day**
- **I will tell an adult in the Academy if I am worried about anything**

Our Positive Rewards System

The Academy's behaviour system is called 'Our Positive Rewards'.

This system recognises and motivates children to achieve well and have super learning behaviours. It assesses a child's attendance, punctuality, behaviour, effort, homework and uniform. The children can earn 1 'Smilie sticker' for having good behaviour for learning. However, an additional 'Smilie sticker' may be earned daily for demonstrating excellent behaviour and respect.

Upon reaching 120 smilie tokens in the Autumn Term and 100 each in the Spring and Summer Terms, the children are rewarded with a certificate for Bronze, Silver and Gold. New children joining the school after September, will start at an average child's position on the 'Our Positive Rewards' system.

Our Academy Traffic Light System

To support the child's positive behaviour and promote the RESPECT (COJO curriculum) a visual traffic light system (Appendix 2) is displayed in every classroom. This works as follows:

- All children begin the day on GREEN and are encouraged to stay Green (Appendix 3)
- Children who, during the day, show excellence in their attitude and behaviour for learning will move up to the 'RESPECT Chart'
- If a child's behaviour or attitude to learning drops below the expected standard, the child will move their name or photograph down the chart to AMBER
- If there is further deterioration in their behaviour or attitude to learning they will move to RED
- If a child drops below green, they do have the opportunity to move back up the chart if their behaviour or attitude to learning shows a significant improvement. However, they will be unable to earn a place on the 'RESPECT Chart' for that day

- **Points System**

Position on chart	Smilie Reward
RESPECT	2
GREEN	1
AMBER	0
RED	0

There are many ways in which children can earn additional 'smilies', for reading on a daily basis and for exemplary behaviour (see Appendix 4).

Bronze, Silver and Gold Awards.

The children can earn individual Bronze, Silver and Gold Awards.

Bronze Silver and Gold Awards earn the class an afternoon of celebratory activities voted for by the children. The cut-off date for the Bronze, Silver and Gold Parties will be the Friday before the last week of term, allowing all parties to take place in the final week.

Parents/carers and children will be informed of the cut-off date for the whole class celebrations. Any children who have NOT achieved the required number of smilies, will not take part in the party and will join a class within their key stage.

At the beginning of each term the smilies will re-set and begin from 0. This will allow **all** children the opportunity to take part in the end of term party, (see Appendix 5).

RESPECT CHART

To earn a place on the **RESPECT CHART** children must show aspects of the CoJo **RESPECT** characteristics as follows:

- R**esilience
- E**mpathy
- S**elf-awareness
- P**assion
- E**xcellence
- C**ommunication
- T**eam work

Staff across the Academy will give out stickers which will indicate to the class teacher that the child has shown the RESPECT characteristics to another adult in school and this could lead to the child being placed on the RESPECT CHART at the end of the day. When a child has been placed on the RESPECT CHART, a special gold sticker will be placed into the Communication Diary so that parents/carers are informed of this exemplary behaviour and attitude.

Staff must ensure that a record of the children achieving RESPECT is kept in the Planning Book.

In order to attend the RESPECT Party, a child MUST have achieved all of the following:

- At least good attendance 96%
- Achieved all 3 Bronze, Silver and Gold Awards
- Achieved the RESPECT Chart 6 times in a year

Children who receive their RESPECT Award enjoy a special day to celebrate this achievement. A letter from the Principal is posted home when a child has achieved their RESPECT Award. The cut-off date for the RESPECT Party will be the Friday before the last week of term, allowing the RESPECT Party to take place in the final week in the Summer Term.

There will be times when some children fail to follow the Golden Rules and need additional support and guidance. We believe that the partnership between home and the Academy is essential if we are to maintain our high standards of behaviour. Accordingly, parents/carers are involved at an early stage if issues occur and trust that parent/carers will feel able to approach staff with any concerns about their child and support appropriate sanctions, should the need arise.

Consequences

Before consequences are introduced, time will be spent discussing and ensuring children understand the Golden Rules.

1. A quiet warning will be given to ensure that the child understands what was wrong and that they will be given a second chance. Children with SEND or emotional needs should be given an additional warning.
2. If a second warning is given, the child may need to be moved from the situation, activity or place, which will give some sense of 'time out' for reflection on the 'incident'. At this stage, the child moves their name or photograph to AMBER on the Traffic Light system, (see Appendix 6).
3. If a further incident occurs, the child will be moved to an individual table they move their name or photograph to RED on the Traffic Light system. Dependent on the situation, at this point the child may need to be removed from the classroom (parents/carers MUST be informed).
4. If children have not shown a good attitude to learning resulting with them being placed on RED, they will miss a playtime or lunch-time to catch up with the work they failed to complete in class.
5. There may be circumstances when a child's behaviour is deemed to be unacceptable, (see Appendix 7). A child will miss their playtime for one week, if the behaviour is deemed to be significantly serious. The Principal and parents/carers MUST be informed. The incident MUST be recorded on CPOMS.

The age, vulnerability, maturity and any additional needs of the child will be taken into account and reasonable adjustments will be made when implementing the consequences.

Where appropriate, behaviour plans and individual risk assessments will be implemented to support and guide improvements. Where there continues to be behaviour concerns after consequences have been implemented then:

- The Principal/Senior Leader will be informed and parents/carers will be formally called into the Academy.
- A discussion of the problem with an agreed plan will take place, outlining what may happen if there is no improvement in the behaviour.
- The child will be placed on a Keeping Green/ Behaviour Report for a minimum of 2 weeks as a means of closely monitoring and recording on a Report Chart for each session of the day.
- At the end of the day, the child will show their Report Chart to the Principal, Vice-Principal or member of SLT.
- Whilst a child is on a Keeping Green Report, they can earn 'smilies'.
- Whilst a child is on a Behaviour Report, they **cannot** earn any 'smilies'.

During break and lunchtime, the child will be provided with supervised activities. A copy of the Report Chart is sent home daily to ensure parents/carers are kept informed. In addition, parents/carers will be offered the opportunity the '1-2-3 Magic' parenting course to provide strategies in supporting their child at home.

After completing the Behaviour Report, the child will be placed on a 'Keeping Green' Report, which could last for 2 weeks. This is to support the child in sustaining the improvement in their behaviour. During their time on the 'Keeping Green' Report, their behaviour will be monitored and the child is allowed to earn 'smilie stickers'. During break and lunchtime, the child will be allowed to play outside. However, some children may decide to continue using the 'Keeping Green' Report to help them manage and sustain positive behaviour.

Children who are placed on a Behaviour Report on more than one occasion or do not successfully complete the 'Keeping Green' Report, cannot earn their RESPECT Award as this award is for exemplary behaviour.

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff in the Academy to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff which involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The Academy has a number of staff who are trained in the Positive Handling technique. Staff will encourage, persuade, distract and 'shepherd' children and will only use reasonable force to safeguard the child or children who are at risk of being hurt, absconding or the behaviour is causing emotional distress for other children.

If the Positive Handling technique has to be used, the Report form must be completed and recorded on CPOMS. Parents/carers MUST be informed (see Appendix 8).

Consideration of Exclusion from a Planned Day/Residential Visit

If a child consistently refuses to follow the Academy Behaviour Policy and Our Golden Rules, this would raise concerns for this child's attendance to day or residential visits. It is paramount that at all times the safety and wellbeing of all children is maintained. Therefore, children and parents/carers will be informed that the system of **only 3** chances (strikes) to improve behaviour will be implemented. At this stage parents/carers will be informed. This means that if the child causing behavioural concerns, has 3 more incidents of inappropriate/ unacceptable behaviour, they will **NOT** be permitted to attend the day/residential visit and parents/carers will be informed of this final decision.

On rare occasions there may be situations where the behaviour of a child would significantly endanger themselves and other children. In such cases, the decision to exclude the child from the visit would be made by the Principal/Vice Principal in collaboration with parents/carers.

Consideration of Exclusion from the Academy

In cases where a fixed term or permanent exclusion is being considered, the DfE guidelines for exclusions would be adhered to.

Please see the DfE website for details.

When the exclusion process is applied, the Academy will provide work for the child to complete and return to the Academy on the re-integration meeting with the parent/carer and child prior to the child's return to the classroom.

Inclusion and Special Needs

Monks Coppenhall is an inclusive Academy. All support strategies will be used to encourage children, including those with additional needs, to be included in all aspects of Academy life. Recognition of those with additional needs, particularly where they may be a victim or perpetrator of inappropriate behaviour e.g. bullying, will be made and associated difficulties taken into account in implementing this policy in practice.

Outcomes

This policy will promote the excellent ethos of Monks Coppenhall Academy and Day Nursery. It will ensure that children and staff feel safe in the Academy. It will promote the high standards and expectations set out in the Academy's Aims and Golden Rules. It will be used to promote British Values and good citizenship.

This policy should be read in conjunction with:

- Accessibility Policy
- Anti-Bullying Policy
- Cared-for-Children Policy
- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Code of Conduct Policy
- Curriculum Policies
- DfE Guidelines for Physical Intervention
- Educational Visits and Overnight Stays Policy
- E-Safety Policy
- Exclusion Policy
- Extremism and Radicalisation Policy
- GDPR Policy
- Growing Up and Developing Policy
- Health & Safety Policy
- Inclusion Policy
- Positive Handling Policy
- Relevant Curriculum Policies
- Single Equality Policy
- Special Educational Needs Policy
- Supporting Children with Medical Needs Policy
- Whistleblowing Policy



OUR GOLDEN ACADEMY RULES

- 1.I will be polite to everyone and listen when they are talking.
- 2.I will be kind and respectful to everyone.
- 3.I will keep our Academy and tidy and take care of our equipment.
- 4.I will walk safely and quietly around the Academy and the.
- 5.I will always try to the best I can in 'mind, body and spirit'.
- 6.I will bring everything that I need for the day.
- 7.I will tell an adult in the Academy if I am worried about anything.



= 2 SMILIES
+
STAR STICKER IN
READING DIARY.



= 1 SMILIE

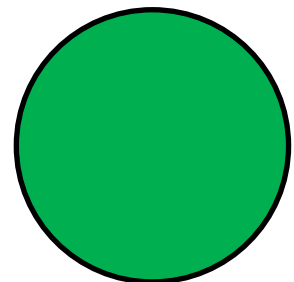


CHILDREN **COULD** MOVE TO THE **RESPECT STAR** IF THEY HAVE BEEN GREEN ALL DAY **AND** HAVE SHOWN EXEMPLARY BEHAVIOUR, BEEN A SUPERB ROLE MODEL AND HAVE AN EXCELLENT ATTITUDE TO LEARNING.



How can a child stay **GREEN**?

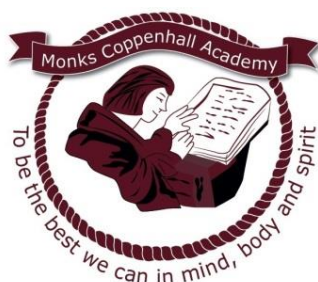
- **Always** following instructions
- **Always** completing classroom work to a high standard
- **Always** bringing complete PE kit
- **Always** completing homework
- **Always** wearing appropriate uniform
- **Always** reading the previous night at home
- **Always** bringing reading book or bag
- **Always** bringing signed diary
- **Always** arriving at school on time





How to earn extra smilies:

Activity	Smilies Earned
Showing the RESPECT ethos	2
Reading every night X5	1
Half term projects	3 excellent standard, 2 good standard, 1 if work is completed
Summer Holiday project; Maths Challenge Reading Challenge Writing/ Scrapbook challenge	3 to a high standard 3 excellent standard, 2 good standard, 1 if work is completed Total= 10 smilies for completing ALL holiday work



Yearly Smilie Breakdown

End of Term 1



Bronze Party
120 smilies

End of Term 2



Silver Party
100 smilies

End of Term 3



Gold Party
100 smilies

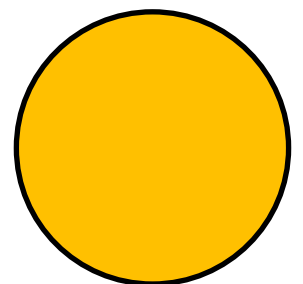
- To attend the RESPECT Party, children must have:
- Attended all 3 End of Term parties
 - 96%+ attendance
 - Reached the RESPECT Chart 6 times in a year

At the beginning of each term the smilies will re-set and begin from 0. This will allow **all** children the opportunity to take part in the end of term party



When would a child be placed on **AMBER**?

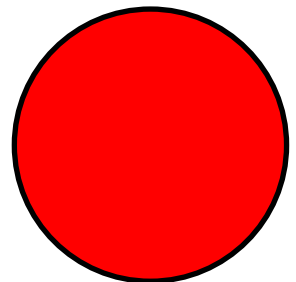
- **Not** following instructions
- **Not** completing classroom work during the session
- **Not** completing classroom work to a high standard
- **Not** bringing complete PE kit
- **Not** completing homework
- **Not** wearing appropriate uniform
- **Not** reading the previous night at home
- **Not** bringing reading book or bag
- **Not** bringing in signed diary
- **Not** arriving at school on time





When would a child be placed on **RED**?

- Physical incidents
- Theft
- Verbal incidents e.g. swearing, shouting at adults/children
- Refusal to work or follow instructions after warnings or after being moved to amber
- Vandalising Academy equipment
- Bullying
- Very poor attitude and refusal to tell the truth





MONKS COPPENHALL ACADEMY AND DAY NURSERY PHYSICAL RESTRAINT INCIDENT REPORT FORM

1. Name of Staff Member				
2. Name of child being restrained				
3. Date and Time of Incident	Date		Time	
4. Location of incident				
<input type="radio"/> Playground	<input type="radio"/> Main Hall	<input type="radio"/> Dining Hall		
<input type="radio"/> Corridor	<input type="radio"/> Classroom	<input type="radio"/> Sensory Room		
<input type="radio"/> Toilets	<input type="radio"/> Staff Room	<input type="radio"/> Other location		
5. Why was it necessary to restrain?				
<input type="radio"/> Harm to self	<input type="radio"/> Harm to others	<input type="radio"/> Damage to property		
6. Was any verbal reasoning/de-escalation used prior to the need to restrain?				
<input type="radio"/> Yes	<input type="radio"/> No			
7. Were any weapons involved?				
<input type="radio"/> Yes	<input type="radio"/> No			
If yes, please stipulate what type of weapon was involved				
<input type="radio"/> Knife	<input type="radio"/> Glass/Cup	<input type="radio"/> Bottle		
<input type="radio"/> Stick	<input type="radio"/> Screwdriver			
<input type="radio"/> Other – please specify				
8. Did you rate the risk posed by the child restrained as:				
<input type="radio"/> Low	<input type="radio"/> Medium	<input type="radio"/> High		
9. How would you rate the amount of force applied by you?				
<input type="radio"/> Low	<input type="radio"/> Medium	<input type="radio"/> High		
10. How did you feel prior to, during and after the restraint?				
<input type="radio"/> Calm	<input type="radio"/> Upset	<input type="radio"/> Angry		
11. What techniques position of restrain did you use? (See Appendix B).				
<input type="radio"/> Single Person Escort/ Prompt	<input type="radio"/> Two Person Holding Technique	<input type="radio"/> Straight Arm Immobilisation		
<input type="radio"/> Two Person Restraint	<input type="radio"/> Cupped Fist	<input type="radio"/> Seated Position		



MONKS COPPENHALL ACADEMY AND DAY NURSERY PHYSICAL RESTRAINT INCIDENT REPORT FORM

12. Who was involved in the restraint?	
Name	
13. Please list any injuries to yourself	
1.	
2.	
3.	
14. Please list any injuries to the child restrained	
1.	
2.	
3.	
15. Your statement – what occurred in your own words	
Your statement must set out what happened: give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.	
The use of force must only be used when it is:	
<ul style="list-style-type: none"> ○ Reasonable in circumstances, meaning ○ You believed that it was absolutely necessity ○ Proportionate to the seriousness of the situation 	
Please provide as much detail as possible below, including: Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why).	
Name	
Signed	
Date	