



Behaviour policy (including Anti-Bullying and Physical Intervention)			
Reviewed By	Teaching & Learning	Authorised By	Teaching & Learning
Last Review	Autumn 2015	Next Review	Autumn 2017
Review Cycle	Bi-Annually	Ratified by FGB	

Principles (Values)

Staff at Cornerstone show **Love** in the way they present a positive role model and treat the pupils with care and respect. Pupils and staff show **Forgiveness** towards other pupils for mistakes they have made and apologised for and support them to learn from these mistakes. All members of the community have **Hope** that everyone can grow and develop as thoughtful and considerate people to ensure that Cornerstone is an enjoyable and safe environment for all.

Good behaviour is based on mutual knowledge and respect for agreed standards by staff, pupils and parents. Positive aspects of praise and reward are most effective and positive relationships are crucial. Pupils need to be treated as individuals and staff must expect to give and receive respect.

Aims

- To promote good and improving behaviour, respect for others and the whole community and develop self-discipline amongst all pupils
- To ensure all pupils enjoy learning and growing up in a mutually respectful, caring and safe environment
- To provide clear information for all staff, pupils and parents about expectations for positive behaviours, and definitions of unacceptable behaviours at Cornerstone and how these will be promoted, rewarded or managed
- To ensure a consistent and appropriate approach by all staff and volunteers working with pupils

Statutory Duty of the School

All members of the community are responsible for promoting good behaviour and discipline in the school. The headteacher will bring this policy to the attention of pupils, staff and parents annually. The policy will also be made available on the school website.

Staff responsibilities and actions

- Follow the agreed policy and promote the Cornerstone Values and Rules
- Regularly promote and praise positive behaviours

- Build trusting and caring relationships with all pupils
- Plan and deliver engaging and exciting learning sessions
- Deal with incidents of poor behaviour firmly and fairly

In classrooms:

- Create and sustain a positive and secure environment.
- Well prepared, stimulating lessons generate good behaviour and earn respect.
- encourage constructive and purposeful dialogue
- use proximity praise to encourage others to change their behaviour

Around the school:

- greet the pupils and start conversations
- model high standards of speech, behaviour and dress
- enjoy relating to pupils
- deal with all misbehaviour, even if the child is not in your class

Cornerstone Rules (YR and KS1) / Responsibilities (KS2)

These have been developed with the pupils through Pupil Voice Groups. Staff have been involved in discussing and agreeing these Rules / Responsibilities.

Love

- We are kind, friendly and helpful
- We listen carefully
- We look after our classrooms and school

Forgiveness

- We say sorry and try hard to improve
- We share and take turns
- We include everyone

Hope

- We are cheerful and positive
- We work hard to learn and grow
- We learn from mistakes and problems

In Key Stage 2 the pupils call them Cornerstone Responsibilities, to explore links to the national “Rights, Respect and Responsibility” agenda, which is based on the UN Convention on the “Rights of the Child”.

Promoting positive behaviour

Informal rewards:

- Smiles and positive eye contact
- Verbal praise
- Verbally celebrating the good behaviour with parents
- Verbally celebrating the good behaviour with other staff

Formal rewards:

- Moving name / face on the class board
- Class systems (e.g. marble jar) for working towards class ‘Reward Time’

- Providing opportunities for additional responsibility (e.g. Play Leader), which can also be used as a strategy for building self esteem or improving behaviour
- Giving a 'Ready Steady Grow' stamper / certificate
- 'Special Mention' being shared in Celebration Worship on Fridays

Sanctions

Ignoring minor misbehaviours which are seeking negative attention and not disrupting the learning or wellbeing of other pupils may be appropriate. It may also be beneficial to encourage the pupil to use the 'Turtle' technique.

At Cornerstone sanctions can escalate in the following way and with the agreed consequences. A poster version for pupils can be found at (Appendix 1).

Step	Actions	Follow-up consequences
1	Facial expression of disapproval. Verbal warning or reprimand. Moving position within the class.	
2	Moving name on the class chart / writing name on the board. MDSA recording the name of a pupil.	Loss of 5 minutes of next playtime / lunchtime
3	Sending child to another class for a period of time. MDSA sending a child to the staffroom.	Loss of 10 minutes of next playtime / lunchtime. Teacher speaks verbally to parent at end of the day.
4	Pupil sent to a senior member of staff.	Loss of 15 minutes of next playtime / lunchtime. HT contacts parents and arranges a meeting.
5	Internal exclusion. Child sent to HT's office for half or whole day.	Loss of playtime and lunchtimes. HT contacts parents and arranges a meeting.
6	Exclusion. This will usually commence with a 1 day fixed exclusion and then future incidents will increase the number of days.	HT contact parents for a meeting and a return meeting. Local Authority informed.

Examples of reasons for exclusion (whether internal or external) include: physically violent actions towards another person, deliberate swearing aimed at another person, maliciously damaging property, deliberately disobeying staff and bullying. This is not an exhaustive list.

Additional pupil support systems

'Turtle' technique. Pupils are encouraged to "do turtle", which involves: stopping, sitting quietly, thinking and counting to 10

Reward charts. Individual pupils may be given a short set of specific targets to focus on improving in their behaviour. Ticks / stickers can be given for different periods of time during the day. An agreed number of ticks / stickers will result in an agreed reward time.

Individual Behaviour Management plans. These are to be used for pupils with severe and persistent behaviour problems. Similar to reward charts but designed with the SENDCo and shared with parents.

ELSA time. Giving pupils time to talk and to be listened to by a member of staff who is not their class teacher.

External agencies such as: Primary Behaviour Support Team, Educational Psychologist, CAMHS, Early Help Hub, may be consulted to support the school in addressing any pupil's needs.

Home / school partnerships

When parents and school work together to promote positive behaviour and support improvement where required, it is most effective. Parents can communicate in person with their child's class teacher at the start and end of the day, by writing in their child's home link book, by contacting the school office in person, by phone or email.

The Home / School Agreement states that parents will "support the school policies and rules regarding behaviour." It also states that pupils will: "follow the Cornerstone Rules", "behave well, be polite and respect other people and their belongings" and "tell a grown up if I am worried about anything."

Serious behavioural incidents

If a pupil physically attacks/hurts an adult at school the details are recorded on a "Violent Incident Report" form. The headteacher or a senior member of staff will be alerted to manage the situation. The pupil will either be excluded or internally excluded for the remainder of the day (at least). Parents will be asked to attend a meeting to discuss the incident and support a solution. Guidance to staff is available on the "Violence and Aggression Risk Assessment".

If a child becomes physically violent in a class or playground situation the member of staff should make a judgement on whether it is safer to remove the other pupils or not. Two children should be sent immediately to seek support from a member of senior staff. If they cannot be located a member of office staff should assist.

If a pupil leaves the class without permission, a member of staff should ensure that they can maintain visual contact to ensure the pupils safety. This may be more problematic if a member of staff is on their own with a group/class of pupils, in which case they should seek the support of an additional member of staff as promptly as possible.

Recording, monitoring, evaluating and reporting

Notes of all incidents of significance will be recorded in the "Class Information Logs" which are maintained by the class teachers and kept in the classrooms. Notes will be coded using the following codes:

<i>B</i>	<i>Behavioural incident or concern</i>
<i>SB</i>	<i>Serious behavioural incident (pupil sent to senior staff / parents informed)</i>
<i>Bullying</i>	<i>Bullying concern (targeted, deliberate & repeated)</i>
<i>WB</i>	<i>Well-being / pastoral notes (may include family circumstances)</i>
<i>PC</i>	<i>Parental comment or concern shared</i>
<i>R</i>	<i>Racial incident</i>
<i>D</i>	<i>Any other Discriminatory incident</i>

If considered appropriate notes will be shared with a senior member of staff.

An ABCC form (Antecedents Behaviour Consequences Communication) (see Appendix 2) will be used to record and investigate bullying or complex incidents.

Parents will always be informed of behaviour incidents of significance. This may be through a phone call or in person at the end of a school day. For more serious incidents, the pupil who has misbehaved will be asked to come into school for a meeting either with the class teacher or a senior member of staff.

The headteacher will monitor the number of serious behaviour, bullying and racial incidents on a half-termly basis. The headteacher will report this to the Governing Body on a termly basis.

Staff will be asked to evaluate this policy on a regular basis, and in particular after specific incidents. The policy will be shared annually with pupils, parents and governors to gather opinions to evaluate the effectiveness of this policy. The policy will be formally reviewed by the Teaching and Learning committee every two years

Anti-bullying policy

Principles (Values)

Staff at Cornerstone show **Love** in the care and respect they show for all pupils to be alert to signs of bullying and to support those who have been victims of bullying behaviours. They also show this is the way they model caring, kind, respectful and non-aggressive relationships. Staff show **Forgiveness** towards other pupils for mistakes they have made and apologised for and support them to learn from these mistakes. All members of the community have **Hope** that everyone can enjoy a safe and happy environment in which to learn, grow and develop. Also in the genuine belief that every child can grow and develop as thoughtful and considerate people, and that those who make bad decisions can learn from these for the benefit of themselves and others.

Aims

- To ensure that all pupils can learn and grow in a safe, happy and caring environment without fear of being bullied
- To ensure that all members of our school community value and promote positive, considerate and respectful behaviours

Definition

Bullying is defined as deliberate, targeted and malicious behaviours over a period of time. Bullying can be:

- Verbal, e.g. name calling, spreading rumours, making threats...
- Physical, e.g. hitting, kicking, stealing...
- Emotional, excluding, tormenting, ridiculing...
- Cyber-bullying, e.g. sending malicious texts or messages, posting derogatory online comments
- Racist, e.g. racial taunts, gestures
- Sexual, e.g. unwanted physical contact
- Homophobic, e.g. comments focusing on the issue of sexuality

Bullying is not the occasional incident of pupils falling out, disagreeing, arguing or name calling. Nor is it an incident of physical violence when both sides share responsibility for negative actions.

Possible signs of bullying

Staff will be alert to the following signs and investigate further if necessary. The pupil:

- Complains of feeling ill or not wanting to go to school or out onto the playground
- Becomes quieter, more anxious or withdrawn from class / school activities
- Becomes aggressive or disruptive
- Struggles to sleep or wakes up at night time
- Loses interest in eating or drinking
- Has possessions that go missing

Staff responsibilities and actions

Preventing bullying.

Bullying behaviours often take place 'secretly' and therefore staff must remain vigilant throughout the school day. Specific actions include:

- Model caring, kind, respectful and non-aggressive relationships
- Promote the school Values and Cornerstone Rules, including praising and rewarding those pupils who demonstrate these

- Teach children to have the courage to be assertive verbally when required
- Observing and listening to the pupils, particularly when moving around the school, when working in small independent groups or playing outside
- Checking the toilet areas when passing in the corridor
- Responding pro-actively (e.g. with discussions or circle time activities) to possible problematic group dynamics

Responding to bullying incidents.

Staff will respond calmly but quickly to allegations of bullying. They will investigate thoroughly, taking time to find out all the facts and giving all parties an opportunity to explain their version of events (though usually independently).

A clear account of what has happened will be recorded on an ABCC form (Antecedents, Behaviour, Consequences and Communication) (see Appendix 1). The teacher will consider, in conjunction with a senior member of staff, the appropriate consequences the bullying and communicate this clearly to the children.

They will ensure that the headteacher is informed of or involved in the investigation. Other staff will be informed as considered appropriate.

The headteacher, or another senior member of staff, will contact the parents of all pupils involved and invite them in to a meeting to discuss the incidents, to explain the school's actions and the consequences for their child. This meeting will also be an opportunity for joint problem solving and aims to provide a positive way forward for all pupils.

What parents can do if they are worried their child is being bullied.

Take an interest in and listen to what their child says about their experiences at school. Parents can discuss the definition of bullying and other aspects of this policy with their child as appropriate for their age. Encourage their child to talk to their class teacher or another trusted member of staff at the school. Parents can ask to speak to their child's class teacher or a senior member of staff and discuss their concerns.

Monitoring, evaluating and reporting

The headteacher will monitor the use of this policy in practice. The headteacher will also track the number of bullying incidents and allegations on a termly basis. This information is shared on a termly basis with the Governing Body.

Staff will be asked to evaluate this policy on a regular basis, and in particular after specific incidents. The policy will be shared annually with pupils, parents and governors to gather opinions to evaluate the effectiveness of this policy.

Physical Intervention policy

Principles

Physical intervention should never be used as a substitute for good behaviour management and promoting self-control and self-discipline.

Aims

- To ensure all pupils enjoy learning and growing up in a mutually respectful, caring and safe environment
- To provide clear information for all staff, pupils and parents about the agreed school procedures and legal guidelines involved in the use of physical restraint

Legalities

Section 550A of the Education Act 1996 allows teachers and others authorised by the headteacher to use reasonable force to prevent a child from:

- committing a criminal offence (including behaving in a way which would be an offence if the child were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the child's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

This applies during the time the child is in the care of school, either on the school site or on a school visit.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain children. These fall into three broad categories:

- a) where action is necessary in self-defence or because there is an imminent or developing risk of injury;
- b) where there is a developing risk of significant damage to property;
- c) where a child is behaving in a way that is compromising good order and discipline.

Examples that fall within the first two categories are:

- children are fighting;
- a child is engaged in, or on the verge of committing, deliberate damage or vandalism to property;
- a child is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects;
- a child is running or moving around the school in a way in which they may cause an accident likely to injure themselves or others;
- a child tries to leave the school premises

Examples that fall within the third category are:

- a child persistently refuses to obey an order to leave a classroom or a specific area;
- a child is behaving in a way that is seriously disrupting a lesson.

Reasonable Force

There is no legal definition of 'reasonable force'. However, there are three relevant considerations:

- a) the use of force can be regarded as reasonable *only* if the circumstances of the particular incident warrant it;
- b) the use of any degree of force is *unlawful* if the particular circumstances do not warrant the use of physical force. Physical force could not therefore be justified to prevent a child from committing a trivial misdemeanour or in a situation that clearly could be resolved without force;
- c) the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force - and the degree of force that could be reasonably employed - might also depend on the age, understanding and sex of the child.

Staff responsibilities and actions

- Before intervening physically staff should ask the child who is misbehaving to stop and explain possible consequences
- Continue attempting to communicate verbally with the child throughout
- A calm, measured approach to a situation is required

Physical intervention can take several forms. It might involve staff:

- physically interposing between children
- blocking a child's path
- holding
- pushing
- leading a child away by placing a hand in the centre of their back
- (in extreme circumstances and if staff are trained) using more restrictive holds

Staff will avoid touching or holding a child in a way that might be considered indecent or that might be likely to cause an injury to the child.

Immediately following any such incident the member of staff concerned should tell the headteacher or another member of staff and provide a written report as soon as possible afterwards using the ABCC form (see Appendix 2).

Complaints

A dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police or Children's Services under child protection procedures. The possibility that a complaint might result in a disciplinary hearing, a criminal prosecution or in a civil action brought by a parent or child cannot be ruled out. In those circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all circumstances.

In the event, however, the panel or court would have regard to the provisions of Section 550A. In considering the case, the panel or court would also be likely to take into account these guidelines and the manner in which they have been implemented, as well as the need to prevent injury, damage or disruption.

CORNERSTONE SANCTION STEPS



Step	Actions	Follow-up consequences
1	<p>Facial expression of disapproval.</p> <p>Verbal warning or reprimand.</p> <p>Moving position within the class.</p>	
2	<p>Moving name on the class chart / writing name on the board.</p> <p>MDSA recording a pupil's name.</p>	Loss of 5 minutes of next playtime / lunchtime.
3	<p>Sending child to another class for a period of time.</p> <p>MDSA sending a pupil to the staffroom.</p>	<p>Loss of 10 minutes of next playtime / lunchtime.</p> <p>Teacher speaks verbally to parent at end of the day.</p>
4	Sent to a senior member of staff.	<p>Loss of 15 minutes of next playtime / lunchtime.</p> <p>HT contacts parents and arranges a meeting.</p>

Appendix 2



Name: _____

Class: _____

Date: _____

<ul style="list-style-type: none">• <u>A: Antecedents</u> What was the pupil(s) doing before the behaviour occurred?
<ul style="list-style-type: none">• <u>B: Behaviour</u> What did the pupil(s) actually do?
<ul style="list-style-type: none">• <u>C: Consequences</u> What happened next?
<ul style="list-style-type: none">• <u>C: Communication</u> Why the pupil(s) behaved in this way? • How the pupil(s) should have behaved / will behave next time.

Staff signature: _____



CONSISTENT INTERVENTION PLAN

(A consistent approach to the management of a pupil's behaviour)

2015.

Name:

Date of Birth:

Class:

Year:

Area of concern:

-

Agreed Strategies for adults:

-