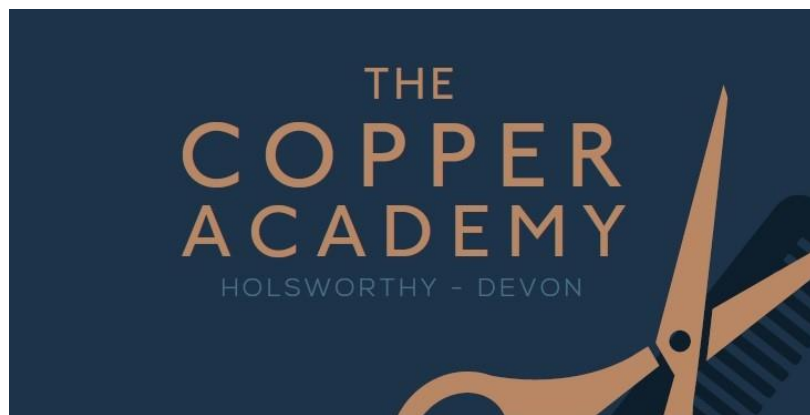


Behaviour policy and statement of behaviour principles



Approved by:	Headteacher	Board of Governors
Last reviewed on:	January 2023	
Next review due by:	January 2024	

1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › Vandalism
- › Theft
- › Fighting
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher Emma Hosie is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher Emma Hosie will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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5.3 Staff

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents (see appendix 3 for a behaviour log)

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other

- › In class, make it possible for all pupils to learn
- › Treat the school buildings and school property with respect
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- › Praise
- › Letters or phone calls home to parents
- › Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand
- › Expecting work to be completed at home or lunchtime
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents

See appendix 4 for sample letters to parents about their child's behaviour.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

The Copper Academy is committed to encouraging positive behaviour and has developed this policy to reflect our statutory duties and pastoral responsibilities. It recognises that all staff may have to intervene physically with students and must clearly understand the options and strategies open to them.

All staff at The Copper Academy have received Physical Restraint training as well as personal safety in schools training. Training is compulsory for all staff and completed yearly.

Restraint will only be used as an act of care and control using the minimum amount of force necessary; the aim being for the student to regain control as quickly as possible.

Framework

Our aim is to clearly set out the power that academy staff must use reasonable force to control or restrain pupils and the circumstances in which this power may be exercised. We have referred to and drawn upon the DfE guidance "Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies."

This is to help academy staff feel more confident about using reasonable force when they deem it appropriate and making clear the responsibilities of school leaders and governing bodies in respect of this power.

Staff are authorised to use reasonable force once other behaviour techniques have failed, to prevent a student from causing injury to self or others, committing an offence, damaging property, and prejudicing good order and discipline in the academy.

Physical Control and Restraint

This will be used only as a last resort following systematic use of the behaviour principles.

All Staff are required to recognise and apply the escalating stages in a conflict situation and use pre- physical approaches with children displaying disruptive behaviour.

This may include trying to defuse a situation by:

- Not shouting, lowering their voice, and keeping calm.
- Actively listening to the child and recognising their frustration.
- Isolating the area or the child from the area so there is no audience.
- Removing of objects which may pose a risk if thrown.
- Leading the student away from a conflict situation.
- Involving a second or additional adult where possible and where appropriate.
- Being aware of open, conciliatory body language.
- Allowing time for the student to take up an idea or suggestion whilst expecting compliance when issuing an instruction.
- Offering a choice of resolutions.

Application of force

In our school, force is used to either **control** or **restrain** a pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Reasonable force may be necessary or deemed appropriate when:

1. Action is necessary in either self- defence or because there is an imminent risk of injury to pupils or adults.
2. There is a developing risk of injury or significant damage to property where:
 - a student absconds or tries to leave school.

- is fighting.
 - committing or about to commit an act of vandalism.
 - causing self- injury or harm to others.
3. Where a student is behaving in a way that is compromising the good order and discipline of the academy.

The use of force is never viewed as a punishment – it is always unlawful to use force as a punishment.

Policy implementation

1. Once de-escalation techniques have taken place, the student will be guided to a safe space.
2. The adults who led the student away from a situation will remain with the student to ensure an appropriate handover if necessary is actioned, to an appropriate staff member to offer counselling and reflection time once the student is ready.
3. Support, reassurance, and monitoring will be provided for the student and members of staff involved.
4. Parents/Carers informed that day.
5. Any incident of restraint will be recorded before the start of the next school day on the 'Record of the Use of Reasonable Force' form. **See appendix 1**

If we are aware that a pupil is likely to behave in a disruptive way that may require the use of a restrictive physical intervention we will address consistent handling techniques, recognition of triggers, and strategies for anticipating the risk.

This policy acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND) in its implementation.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's head teacher Emma Hosie will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher Emma Hosie and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix5) will be reviewed and approved by the full governing board annually.

Appendix 1: Record of the Use of Reasonable Force Form

Name of Pupil:	
Date and time of incident:	
Staff involved:	
Brief description of incident:	
Was the child concerned liable to injury?	
How was the child injured?	
Were staff liable to injury?	
Was property at risk of being damaged?	
Was good order being prejudiced?	
Concise details of how the incident began- note the emotions displayed, behaviour, measures taken to avoid harm to the pupil and techniques used to defuse the situation.	

Description of the physical intervention /control/restraint used.
Measures taken to ensure the pupil was calmed after the incident.
Description of any injuries sustained.

Date parent/carer informed and by whom.
Brief description of any subsequent complaint or action.

Signature of staff member completing the report.
Signature(s) of all staff members involved in the incident.
Headteacher Signature and date.

Appendix 2 Staff Training

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	STAFF ATTENDED	SUGGESTED REVIEW DATE
Personal Safety in Schools	September 2022	Oplex Careers	All Staff	September 2023
Physical Restraint Training	October 2022	Zen Combat School, Bideford Jason Ashton – Instructor Whole Day training	All Staff	September 2023
Safeguarding Training	September 2022	Oplex Careers	All Staff	September 2023

Appendix 3: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter



The Copper Academy
Holsworthy Training and Business Centre
Western Road
Holsworthy Devon
EX22 6DH

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter



The Copper Academy
Holsworthy Training and Business Centre
Western Road
Holsworthy Devon
EX22 6DH

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Third behaviour letter



The Copper Academy
Holsworthy Training and Business Centre
Western Road
Holsworthy Devon
EX22 6DH

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher Emma Hosie to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Teacher name: _____

Teacher signature: _____

Date: _____

Appendix 5: written statement of principles

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.