

Copthorne C.E. Junior School

Behaviour Policy

**Reviewed December 2025
To be reviewed December 2027**

SCHOOL STATEMENT ON BEHAVIOUR MANAGEMENT

At Copthorne CE Junior School we believe that positive behaviour is crucial to a child's social, emotional and educational development. As a school, we believe very strongly in children being taught the difference between right and wrong and being given the opportunity to make choices about how they behave.

Desirable behaviour is more likely to be achieved when all persons concerned with a child's development have an agreed, consistent and positive approach.

Copthorne CE Junior School recognises the clear links between the environment created in school, the teaching and learning of pupils, and the behaviour of the children in our care. Because of this we actively seek to work in conjunction with West Sussex County Council and other professional partners, as well as parents and the community, to develop appropriate behaviour in school.

We expect that by the time children leave our school their education will have equipped them with the behaviours and attitudes necessary in their next stage of education; they will know the difference between right and wrong and make wise choices.

The Aims of the policy are:-

- To create an open culture and positive ethos that actively promotes all aspects of pupils' welfare, in which all members of the school are safe and feel safe at all times, and are treated with fairness and consistency
- To offer clear guidelines and secure, safe conditions in which effective learning can take place
- An expectancy of good behaviour in all circumstances and caring attitudes. These attitudes are understood and accepted as being necessary for the general well-being of the school community and all its members
- To encourage good behaviour, all adults will model the school values and respect for others
- To create a consistent approach to good behaviour. This will encourage the children to become self-disciplined and rational individuals
- To help all members of the school to appreciate their own self worth and to equally value, consider and respect their needs and the needs of others
- To have Pupil Leaders as part of our school culture which emphasises the need for children to take responsibility for their own actions

When the School policy on behaviour is understood and operated, it will have the following positive outcomes defined by:-

- Everyone gets treated equally
- Lunch and break times are enjoyable and zoned areas and equipment and enable children to socialise
- an atmosphere of calm will exist in the school when appropriate
- pupils understand and accept responsibility for, and impact of, actions and words.

- pupils feeling happy, safe and secure
- a recognition that appropriate behaviour is a life skill and not just a school expectation.
- people will be polite to each other
- everyone will treat each other with respect and consideration
- everyone will support each other
- children will exhibit appropriate behaviour for different situations
- the school environment will be treated with care and respect
- each person will be valued for their individuality
- children's learning will occur without interference from behavioural issues
- adults and children will enjoy being in school
- listening to each other patiently, considering different points of view
- A place where children want to come into school and can focus on learning
- A school where everyone is welcomed and included

The GREAT Rules will be discussed and displayed in class in the first week of the Autumn Term and put on the school website. Pupils will sign up to agree to these rules and this will be on display in each classroom.

See appendix 1

Home/School Agreement

This is sent out to parents in the admissions pack. This Agreement details what parents and children should expect from us as a school and also what Copthorne CE Junior School expects of children and parents. The Home / School Agreements are signed by the children and parents, then returned to school before admission where they are also signed by the Headteacher and a copy kept in school.

See appendix 7

Learning Behaviour prompts

At Copthorne CE Junior School each child is expected to follow the five GREAT rules which have been chosen carefully to allow all the children to feel safe and to learn.

These are –

Gentle hands, feet and words to respect everyone in our community

Really listen carefully without interrupting

Expect to try hard, following instructions and making the most of learning time

Always be honest and tell the truth

Treat resources, property and the wider school environment with care

Our GREAT rules are displayed around the school and in the classrooms.

Parents would be informed, by a telephone call or letter, of their child's sanction and why by the Headteacher. **(see Appendix 2)**

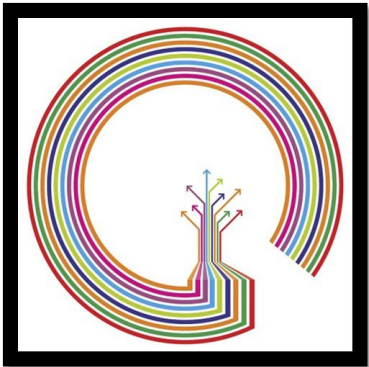
Implications for all adults working in school

- observe confidentiality
- create a safe environment for children to express their views
- praise and encourage children in all ways for positive behaviour; good social skills, work well done, etc.
- speak to the children and get to know them as individuals
- find opportunities to share success
- communicate frequently and effectively with parents
- use every opportunity to promote children's self esteem
- listen to children's views and respect their opinions
- be a model for children by being calm and considerate
- be sure that children understand the consequences of inappropriate actions
- make sure that any consequences are relevant to the situation
- make sure children have an opportunity to put things right
- never walk past inappropriate behaviour; we all have a collective responsibility in this school for all children
- criticise the behaviour not the child

When behaviour needs to be addressed, the common language is used to enable the children to acknowledge and take responsibility for their poor choices.

Reflection script

	Connect with the child exhibiting the behaviour	Is there something wrong? You seem like/you look like... I wonder if... I think you need time out to talk about this behaviour...
	Reflection thinking time with the child	I imagine that you are feeling... Your behaviour is showing me that... The consequence of your behaviour is... Others are feeling Because...

	Correcting the behaviour	What can you do to change this/make this right...? How could you make the right choice? I notice that ...
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Implications for parents

- talk to the child's class teacher, DHT/Inclusion Manager or head if they have concerns about their child
- let the school know about any concerns or problems that might affect their child's work or behaviour
- support the school's actions and decisions
- understand the issues relating to confidentiality and observe them

Implications for governors

- support and promote the work of the school and build on its successes
- ensure parents are aware of the complaints procedure
- be aware that any public remarks about any aspect of the school should be reflective of their role as a critical friend and supportive of the work of the school
- demonstrate a united approach
- monitor Health and Safety issues at the school
- observe confidentiality
- review the Home / School Agreement

Lunch/Break time Arrangements

To achieve a consistent approach, **Midday Meal Supervisors and LSAs** will be trained in strategies to deal with challenging behaviours or have experience in these areas.

Inclusion

Reasonable adjustments will be made to support children with difficulties or disabilities in upholding this policy, for example, by giving extra support wherever possible or desirable, by avoiding situations that are difficult for the child to manage. Risk assessments will be carried out prior to any event or trip to ensure the safe well-being of all concerned.

There is a clear programme of **rewards and consequences** at Copthorne C.E Junior School. All members of staff are encouraged to use the vocabulary “making sensible choices” and offer children the opportunity to make a sensible choice.

Sensible Choices and Consequences

Sensible choices and consequences is a very effective way of getting children to behave well without them feeling powerless. The technique keeps the adult in charge, yet empowers the child to take positive responsibility for their behaviour. It is an excellent way of defusing power struggles because one can plan logical choices and specific consequences in relation to the desired/undesirable behaviour.

Rewards

Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self worth. Rewards are given for, among other things, characteristics of thoughtfulness, helpfulness and kindness, good work, promptly following an adult's instructions and making good behaviour choices.

Some strategies used are:-

- House points for good behaviour and learner (lessons, playtimes and lunchhall)
- A range of celebratory certificates
- Value of the week celebrated and displayed on the value tree
- Stickers for individual good work
- Visits to SLT and subject leaders to share good work and behaviour
- Movie afternoons
- Postcards and conversations to celebrate with parents
- Afternoon tea with the Headteacher

Staff will –

- give praise and encouragement
- send children who have achieved well in the classroom, either in their work or behaviour or have been thoughtful or helpful, to the Headteacher, DHT or another teacher to celebrate their work or personal quality
- give out postcards with comments which are sent home
- give out house points to children. Children will be assigned a ‘house’ (Drake, Thayer, Fiennes, Shackleton) to collect house-points for their house, which will be celebrated within the celebrations Friday assembly

Consequences

When a behaviour incident occurs, this chart is used to support the consequence decision. The incident and consequence is recorded on the behaviour log. This enables trends and patterns in behaviours or individuals to be tracked. For more serious incidents or where appropriate CPOMs is also completed. A reflection time is given for the child to reflect on the behaviour and how to behave differently in the future (see appendix 3)



	Examples of behaviours	Possible Consequences
Level 1	Running inside the school building Ignoring instructions Swinging on chairs Silly noises Losing concentration Interrupting/calling out Pushing in the line Swearing under breath	• Quiet reminder • Non-verbal signals • Change of position in the classroom • Name on the board • Verbal warning Actions by class teacher/LSA
Level 2	Persistent stage 1 behaviours Damaging school property Damaging other pupil's property Inappropriate remark to another pupil Spitting Repeated refusal to do the set task Affecting other pupil's learning Minor challenge to authority Rudeness Swearing	• Miss playtime • Reflection card • Logged on behaviour log Actions by class teacher/LSA Class teacher informed if not in classroom
Level 3	Persistent stage 2 behaviours Repeated swearing aimed at someone Physically harming another person Harmful or offensive name calling Continued challenge to authority Stealing Highly offensive remarks to other children Persistent swearing Stealing Inappropriate online behaviour	• Miss playtimes and/or lunchtimes • Reflection card • Logged on behaviour log • Telephone call to inform parent/carers Actions by class teacher/LSA and then SLT informed
Level 3A	Child on child Sexualised Behaviours	• Miss playtimes and/or lunchtimes • Reflection card • Logged on behaviour log • Telephone call to inform parent/carers • Add to CPOMs Actions by class teacher/SLT & recorded on CPOMs (Safeguarding)
Level 4	Persistent stage 3 behaviours Violence Fighting Serious challenges to authority Racist comments Bullying Cyberbullying	• Loss of playtimes for a fixed period • Ban on representing school and/or trips outside school • Internal exclusion for a day/part of day – inform parents • Meeting/phone call with parents • Headteacher informed • Add to CPOMs Actions by SLT & recorded on CPOMs
Level 5	Persistent stage 4 behaviours Serious physical assault on another pupil Physical abuse towards a staff member	• Internal exclusion for a fixed period • Possible external exclusion for a fixed term Actions by the Headteacher
Level 6	Persistent stage 5 behaviours	• Permanent exclusion from school to be considered Actions by the Headteacher and Governors

Reflection (Thinking) Card



Name: _____ Date: _____ Class: _____

What poor choice did I make? _____ _____ _____ _____ _____ 	How can I make things better now? _____ _____ _____ _____ _____ 
What I will do differently next time? _____ _____ _____ _____ _____ _____	

Zone of Regulation

The school uses elements of the zone of regulation programme to support both individuals and groups with their behaviour and ability to self-regulate.

In each book corner the 'Zones of Regulation' reset button will be displayed to allow children to recognise the zone that they are in and the strategies needed to return to the appropriate zone.



At times, individual children will have their own zones of regulation cards with their personalised strategies indicated. This will be created in conjunction with the Inclusion Manager.

Some of the support/strategies may include:

- warn the child by drawing attention to the rule or agreement that is not being followed, this immediate disapproval can be shown by a frown or verbal comments
- in order to set an example to follow, deliberately praise other children who are following the rule or agreement
- either move the child's place in the group or move him/her from the group
- child to explain behaviour to class teacher (connection with key adult makes sanction more effective)

Steps in using choices and consequences:

- be clear and specific about the positive choice and negative choice, and the positive and negative consequence
- relate the consequences to the behaviour
- choose consequences that are meaningful to the child
- don't use threats or ultimatums
- don't give a choice where there isn't one
- choose a consequence that can be kept to
- don't demand an instant answer: give the child a few moments to reflect

The Headteacher and governors expect children to behave appropriately on the journeys to and from school. Children will be spoken to about any inappropriate behaviour that may have occurred and if the behaviour persists then parents will be informed.

Suspension Offences

Suspension can be fixed term or alternatively can become a permanent exclusion. At Copthorne CE Junior School we believe that education is about **inclusion** and we therefore aim to solve all problems before reaching this stage. However, we interpret inclusion as the children's right to learn and the teacher's right to teach in a safe environment. If these areas are severely challenged by one individual, then that child will be excluded from school.

Suspension Offences are defined as:

- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse related to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse/threatening behaviour against pupil
- Verbal abuse/threatening behaviour against adult
- Bullying

- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

Racism is defined as:

- knowingly committing an offence against another child based on colour, culture, creed, belief or other protected characteristic.

Bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (Anti-bullying Alliance)

If any of these occur:

- the child's parents will be informed by telephone and then letter and the child will be excluded
- a copy of the letter will go to area office with the exclusion form
- a copy of the letter and the exclusion form will be kept in the child's file

If a child is excluded for carrying an offensive weapon or illegal substances, then the child may well face permanent exclusion. However, if the decision by the Headteacher and governors is to allow the child to remain at Copthorne CE Junior School, or the exclusion decision is overturned by the LEA, then the child upon their return to school will be subject to regular and random searches of bags, clothing etc to ensure the safety of other children and staff.

Exclusions

The total number of fixed term exclusions cannot exceed 45 days in a year for any pupil. Exclusion is at the Headteacher's discretion, or someone standing in for him or her. West Sussex County Council retain the right to direct the reinstatement of a pupil. Schools have to outline the work they will be setting for a pupil in the exclusion letter.

Exclusion Policy Statement

The Exclusion Policy which this school follows is the National one. Advice relating to exclusion can be found on the West Sussex Grid for Learning website and copies are kept in the school office.

Exclusion is used in this school only as a means to an end. We see no value in exclusion itself and only use it to demonstrate to children the consequences of their

actions. Children in this school enjoy coming to school and they do not want to be excluded. It is therefore used as a last resort and is most effective as a tool for changing children's behaviour.

Supporting “Hard to Reach” Pupils or Pupils at risk of Exclusion

Copthorne CE Junior School works hard to support all pupils and fully engage them in the curriculum. If any pupil is failing to access the curriculum, a range of strategies are considered. As detailed above, these may include the involvement of other professionals, and would certainly include full consultation with parents.

When pupils are at risk of exclusion a Pastoral Support Programme (PSP) is set up. This involves the school, the parent and any other parties involved with the pupil (including, if appropriate, the pupil themselves). This group meet regularly to review progress, and design a small steps programme of support for the individual.

Where a child's behaviour puts them or other children/adult at risk of injury, a Risk Assessment and Behaviour Support Plan should be completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms should be shared with parents and signed by teachers, support staff and parents. They should be photocopied and filed within the appropriate files (see appendix 5) for guidance, and updated as often as necessary or at least once a term.

Power to use reasonable force

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force. “Reasonable in the circumstances” means using no more force than is needed. Reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. See out positive handling policy for additional information.

Any child at risk of needing positive handling **must** have had a Risk Assessment and Behaviour Support Plan completed, in accordance to the guidance given. **(See Appendix 4)** Guidance for using Risk Assessment is used in conjunction with this. **(See Appendix 5)** The child will also have a Behaviour Incident Record which will detail any incidents involving the child, triggers, staff involved etc. **(See Appendix 6)**

Prevent Duty

The Personal, Social and Emotional Development of our children is essential and all staff support children in developing a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities. The adults in school have a duty to challenge any negative behaviour, attitudes and stereotypes, as well as protecting the children from harm, including harmful behaviour by other adults in a child's life. All staff undertake training to recognise any radicalisation and to be aware of what action to take in response. This action would be to report any concerns of radicalisation behaviour to the Headteacher, or Deputy Headteacher. The Headteacher and Deputy Headteacher through their Prevent training, understand

where to get additional advice and support. (West Sussex Prevent Service, MASH integrated front door) and when to make referrals about a child to the Channel Programme.

Appendix 1

G

Gentle hands, feet and words to respect everyone in our community.

R

Really listen carefully without interrupting.

E

Expect to try hard, following instructions and making the most of learning time.

A

Always be honest and tell the truth.

T

Treat resources, property and the wider school environment with care.

Appendix 2

	Examples of behaviours	Possible Consequences
Level 1	Running inside the school building Ignoring instructions Swinging on chairs Silly noises Losing concentration Interrupting/calling out Pushing in the line Swearing under breath	• Quiet reminder • Non-verbal signals • Change of position in the classroom • Name on the board • Verbal warning Actions by class teacher/LSA
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Level 5	Persistent stage 4 behaviours Serious physical assault on another pupil Physical abuse towards a staff member	• Internal exclusion for a fixed period • Possible external exclusion for a fixed term Actions by the <u>Headteacher</u>
Level 6	Persistent stage 5 behaviours	• Permanent exclusion from school to be considered Actions by the <u>Headteacher</u> and <u>Governors</u>

Appendix 3

Behaviour Log

<u>Reflection (Thinking) Card</u>		
Name: _____	Date: _____	Class: _____
What poor choice did I make? _____ _____ _____ _____ _____ _____ 	How can I make things better now? _____ _____ _____ _____ _____ _____ 	
What I will do differently next time? _____ _____ _____ _____ _____ _____ _____		

Appendix 4

Copthorne CE Junior School Risk Assessment and Behaviour Support Plan

Name:	Class/teacher
Age:	Date of completion

Behaviour causing concern (describe what the behaviour looks/sounds like)	
Severity	Frequency:
Preferred handling strategies: (describe the preferred holds: standing, sitting, ground, numbers of staff, which staff –Team Teach trained staff)	
Medical conditions/emotional barriers that should be taken into account before physical interventions:	
Trigger behaviours: Behaviours which may lead to handling and or risk: (describe behaviours/situations which are known to have led to handling. When is such behaviour likely to occur?)	
<i>Preferred supportive and intervention strategies (other ways of C.A.L.M.ing such behaviours). Describe strategies that where possible, should be attempted before positive handling techniques should be used. Tick box for those which to be used and give brief details; language used.</i>	
1) Verbal advice and support ☐	2) Distraction ☐
3) Cool down/safe zone ☐	4) Option to change setting (spend time with other teacher/class; state which) ☐
5) Contingent touch ☐	6) Sanctions hierarchy; choices/limits ☐
7) Humour ☐	8) Success reminder/immediate reward/praise ☐
9) Negotiation ☐	10) Calm talking/ reassurance ☐
After care/debriefing process (what, when and who does this entail?)	
Date for review (at least once every ½ term)	

Completed by (print and sign name)

Parent's
signature

Appendix 5

Guidance for using Risk Assessment

This risk assessment and positive handling support plan should be completed when:

- a behaviour incident has occurred for the first time, which has/may have resulted in injury to self or others
- as a preventative measure if a child is at risk of possible injury to self/others and/or may need positive handling

Frequency

The behaviour happens:

- 5 = Constantly/several times a day
- 4 = on several occasions over a week
- 3 = on several occasions over a month
- 2 = on several occasions over a year
- 1 = as a one off event or possible behaviour which has not yet happened

Severity (possible/likely)

- 5 = fatality/hospitalised injury
- 4 = serious injury which may lead to hospitalisation
- 3 = injury requiring first aid
- 2 = minor injury such as bruising
- 1 = unacceptable behaviour no injury

C = communicate

A = awareness

L = look and listen

M = make safe

Once completed by the class teacher, these forms should be copied 3 times.

- the original should be placed within appropriate section the file marked Risk Assessment & Behaviour Support Plans and, kept in the office
- the second should be displayed on the back of a cupboard door, away from the children's view but a known place for teachers/staff
- the third should be placed within the class teachers special needs file.

Appendix 6

Supported by (include staff being used for support); printed names and signatures

Behaviour Incident Record

Date	Trigger	Preventative strategies used (code no.)	Nature of Incident/behaviour; any injuries occurred and outcome	Handling support given + by whom	Signatures

Incidents should be noted if you feel a formal record of the behaviour/incident is necessary; or example if a child is at risk of/has been injured by punching, hitting or kicking. Verbal outbursts may also be noted as can persistent disruptive behaviour to support behaviour management. Try not to be subjective, make the statement evidence based.

Appendix 7

Child name _____

Child's class _____

Home School Agreement

"Creating confident, curious learners with God's love"

This school is committed to working in partnership with individual families and children to provide the highest quality of education. At Copthorne C.E Junior School we believe that every child and adult is unique. With God's love, we grow and learn together, encouraging everyone in our school family to "let their light shine" (Matthew 5:16). We strive to be the best that we can be, knowing that "what will be has not yet been revealed" (1 John 3:2). Through our Christian values, our children move on to the next phase of their education with a lifelong love of learning and a compassionate and considerate approach to life.



Parents/Carers	School	Child
I / We will ❖ Ensure that my/our child goes to school regularly, punctually and properly dressed in school uniform ❖ Support the school in upholding all school policies and school expectations including zero tolerance towards bullying and racism ❖ Provide an explanation if my/our child is absent in accordance with the school's Attendance Policy ❖ Make the school aware of any concerns or problems that might affect my/our child's work learning and/or behaviour ❖ Support my/our child in homework and other opportunities for home learning ❖ Attend Parent Consultations and discussions on my/our child's progress ❖ Avoid holiday and other unauthorised absence during term time Signed _____ Parent/Carer _____ Parent/Carer	The school will ❖ Promote each child's health, safety and happiness ❖ Provide high quality, purposeful and challenging learning to motivate our child to achieve and succeed ❖ Provide a relevant, meaningful and balanced curriculum, which meets the needs of all children ❖ Encourage the children to do their best at all times and to take a pride in their work ❖ Encourage the children to take care of their belongings, surroundings and others around them ❖ Inform parents of any concerns or problems that affect their child's attendance, work learning or behaviour ❖ Keep parents well informed about their child's progress through informal discussions, parents consultations and school reports ❖ Be open and welcoming and offer opportunities for parents to become involved in the life of the school Signed _____ Headteacher	I will ❖ Attend school regularly and on time ❖ Follow the GREAT rules and always behave well so that my friends and I can learn and do our best ❖ Do all my learning and homework as well as I can ❖ Use a range of strategies including asking an adult if I need help with my learning ❖ Be polite, helpful and considerate to everyone within school and outside ❖ Remember that I represent my school both at school and outside ❖ Show respect to all adults, children and the school environment Signed _____ (Child)