

## BEHAVIOUR POLICY

*Fully Reviewed January 2023*

*Next ull review due September 2024*

### **Purpose and Principles**

All children have an entitlement to feel safe and secure and work in an atmosphere that is calm, positive and conducive to learning. This policy explains some of the ways in which we achieve this.

Each School within Crofty MAT has its own behaviour policy, however, as a group of schools we have devised some shared principles that guide these policies. These are:

-  Positive approaches
-  Shared language reflecting school values
-  Safe and happy environment for all
-  Responsibility
-  High expectations shared by all
-  Consistency, equality, fairness
-  Language of choice
-  Restorative approaches/ fresh opportunities
-  Rewards / sanctions

### **Our Principles as a Trauma Informed School**

We are a Trauma Informed school and the TIS principles guide how we operate, not only to support those children who have experienced trauma, but all children. Our school recognises that all behaviour is a form of communication. We need to address what children are trying to communicate, and support and empower them to communicate in a safe and appropriate way. Our commitment is to create relationships with the children in order to meet their needs. We want everyone to feel safe, listened to and valued. We want to help everyone to communicate in an appropriate way. We want to give everyone the skills and understanding to build happy, healthy, and trusting relationships. Our school is committed to educational practices which follow the 'Protect, Relate, Regulate and Reflect model'. For more details, please see the Relationship Policy, which sits alongside this policy.

## Aims and Objectives

- For everyone to be treated fairly and with respect.
- To have a consistent approach to behaviour throughout the school, where all staff take responsibility to deal with behaviour and support the children
- To teach children what is expected and encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To make reasonable adjustments and offer additional support for those who need it, in order to demonstrate equity and inclusion and for all staff to be aware of these individualised adjustments
- For everyone to demonstrate the school's five core values: honesty, empathy, gratitude, kindness and inclusion
- To promote a positive behaviour for learning attitude, and for everyone to demonstrate our 5 key learning behaviours (to be brave, ready, responsible, resilient, happy)
- To promote the British Values: democracy, rule of law, respect and tolerance, individual liberty.

## Rules

The school follows three golden rules that are displayed in the main corridor, in each class and in the playground. These are referred to regularly. They are:

- ❖ **To show good manners at all times**
- ❖ **To care for, and respect, everyone and everything**
- ❖ **To follow instructions with thought and care**

## What do we do to encourage good behaviour?

- We make our expectations of good behaviour clear, discuss what good behaviour looks like and link it to our core values.
- We encourage children to take responsibility for their own actions and behaviour.
- We deliver a PSHE curriculum that helps children's behavioural, relationship and emotional development.
- There are regular opportunities in class and in assemblies to promote and reinforce good behaviour
- We praise and reward good behaviour both publicly and privately.
- We take a restorative approach to incidents that then promotes learning from mistakes and improving behaviour moving forwards

## Rewards

At Portreath we seek to be positive in all we do and celebrate the successes of learning and conduct in a variety of ways including:

- Verbal praise
- Dojo Points
- Value Champion Star
- Stickers
- Certificates given out in our Friday celebration assembly
- Given a special responsibility
- Communication with parent, either verbal or written
- Sent to the Head for a special sticker
- Whole class reward

## Sanctions and Strategies to Help Children Improve their Conduct

There will be times when children behave unacceptably. It is our responsibility to help the children learn from these mistakes and make better choices going forward. Minor behaviour incidents are dealt with within class or on the playground by a member of staff. We have sanctions for unacceptable behaviour. These sanctions should not be seen as punishments but rather an opportunity to reflect. We want the discussions around behaviour to promote enquiry, reflection, resolution and interactive repair. Acceptable forms of sanction may also include: the setting of a written task of behaviour expectations or writing to say sorry, a loss of privileges, school-based community service (such as tidying the classroom) or regular reporting to a member of SLT.

### Stages of Sanctions in Lessons

**L1.** A **verbal reminder** is given e.g. “ \_\_\_ you need to be listening”

**L2.** A second reminder is given and the child’s name is noted down in the class **behaviour book** (but not on public display e.g. the board). If it is thought necessary, a brief discussion with the teacher will take place after the lesson.

**L3.** If the child is spoken to a third time a **tick** is put against the child’s name. The child will **miss some of their playtime** and their behaviour will be discussed with them, including the impact it is having on their own and other children’s learning and what good behaviour looks like.

**L4.** If the child continues to make poor choices, they are **sent to another class** to work for period (usually to the end of the lesson). If this happens, the receiving teacher needs to be spoken to or the child sent with a note. A **behaviour slip is completed** and sent to the head for the school behaviour log

**L5.** If the child still continues to make poor choices, they are **sent to the head** to discuss the matter and the **behaviour slip is added to**. If appropriate breaktimes may be lost and a system for monitoring behaviour put in place. The child may be remain removed from the classroom or an activity if necessary, particularly if there are concerns over health and safety. A positive way forward. is discussed. If the child is sent to the head/assistant head twice in one week, their parents will be contacted. Depending on the matter the child’s parents may be contacted on the first incident or if there have been several occasions over a number of weeks.

Note, if at any time the child needs time to calm down and reset, they may be taken out of the lesson for a few minutes to help them achieve this. If children waste time in lessons, they may be required to complete work in their playtime or be given time to reflect on their behaviour under the supervision of their class teacher.

### Variations linked to age group

In EYFS time out often needs to be immediate, so the child will have time out straight away to reflect and reset, rather than waiting for playtime. In Rowan each lesson is treated as a fresh start, in Sycamore the fresh start is after each breaktime. In Oak and Cherry there is a fresh start each day.

### Stages of Sanctions at Playtime and Lunchtime

**P1.** A **verbal reminder** is given. If the child seems agitated, they may be given time to calm down and reset.

**P2.** A second reminder is given, and the child's name is noted down in the playground **behaviour book** (kept on Sycamore's windowsill). A brief discussion with the TA or teacher on duty takes place about why their name has been written in the book and the positive choices they need to make going forward (what behaviour they need to show). The staff member encourages the child to articulate these things as well and repeat back any they are unsure of, to help them have a clear understanding of the incident. Note if the child has their name written in the playground log more than twice in a week, this is reported to the class teacher who will discuss it with the child.

**P3.** If the child is spoken to a third time a tick is put against the child's name and they have 5 minutes **reflect and reset time** (timeout to think). They might sit on a bench, stand by Sycamore class window or by the fence. Adults use language such as, "I can see that you need some time to reflect and some space so sit on the bench to have some thinking time to reset yourself". (Some children might find having rest and reflect time inside away from other children more helpful, for example just inside Sycamore Class). The adult on duty will discuss their behaviour with them, the impact of their behaviour is having on others and the good choices they will make going forward. In order for this to be successful, the child needs to be calm. The staff member supports the child becoming calm and then the discussion will take place.

**P4.** If the child continues to make poor choices, they are **sent to the head/assistant head. A behaviour slip is completed** and put into the behaviour log. Step L5 above will be followed.

### **Behaviour Plans**

If the child continues to make poor choices an individual behaviour support plan will be put in place and the head will discuss this with parents. Some children have a behaviour plan as part of their provision if they are on the School's SEND Record of Need and this is shared with parents. All staff are made aware of any child with a behaviour plan or require reasonable adjustments to expectations. Staff then ensure they are aware of strategies used to help that child and apply them.

If necessary, the head will seek the support of outside agencies.

### **Incidents between children**

There are times when children fall out. We use a restorative practice approach to help children learn, repair, and move forward from these situations, in order to restore the 'balance'. If there is a child who has been harmed in some way from the incident (emotionally or physically) this approach can help them feel that the situation has been dealt with. The adult supports communication between the person 'harmed' and the person who 'caused the harm'. Often most of the children in the incident have contributed in some part to it, so by discussing it, everyone has a voice and has an opportunity to express what happened and how they are feeling. Rather than the focus being on 'the rule broken' it is focused on the harm caused and how this can be readdressed so everyone can move forward. It helps to promote fairness, responsibility, justice and build relationships. This also links to our TIS way of working.

#### How we deal with incidents:

1. Stop the incident
  2. Listen to and validate everyone's feelings
  3. Calm and soothe
- If everyone is calm:
4. Discuss what happened
  5. Discuss who has been affected and how people feel
  6. Discuss how we can make it better and what will happen next

7. Discuss what we can learn from this experience and how we can prevent it happening again.  
If not calm, come back to do 4-7 when they are.

### **Exceptional Circumstances**

Although the sanction system is usually followed, in exceptional circumstances steps might be missed out and it depends on the context and child. It is about staff making a professional judgement based on the child and situation. Sometimes a warning may be given to a group/class as a whole and this was made explicit to the children.

We make reasonable adjustments and offer additional support for those who need it, in order to demonstrate equity and inclusion. We recognise that some children with additional special educational needs or a child who has experienced a form of trauma may need to have individualised behaviour plans. These are sometime short term and sometimes longer term depending on circumstances. They may form part of a child's EHCP. As far as reasonably possible, the school anticipates likely triggers of misbehaviour and puts in place support to prevent these.

### **Extreme behaviour**

The following incidents are considered severe and may fast track through the normal sanctions:

- Bullying
- Physical abuse of a member of staff
- Physical abuse of a child
- Racial abuse
- Possession of harmful drugs
- Deliberately breaking or damaging school property
- Bringing in dangerous items into school e.g. matches/knife
- Swearing at a member of staff or child
- Stealing
- Open defiance in carrying out a repercussion
- Doing something that constitutes danger to another child
- Telling lies to get others into trouble

### **Use of Suspension and Exclusion**

The section of the Behaviour Policy which relates to exclusions is standard across all Crofty MAT schools – based on the principles within the DfE Guidance of 2017. Please see the Crofty Behaviour Principles document, including the flow chart for exclusions for more details.

Exclusion: In extreme cases Portreath School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

### **Transferred Inclusion**

All the schools within Crofty Trust are committed to reducing exclusions from school wherever possible. In order to facilitate this the schools work together to facilitate transferred inclusions between the

schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.

### **Off Rolling**

The definition of 'Off-rolling' is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, or a parent decides (without coercion from the school) to home educate their child. If the school removes a pupil from roll due to a formal permanent exclusion and follows the proper processes, this is not 'off-rolling'. We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned

### **Positive Handling**

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that:

- Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.
- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Contain an angry child.
- Affirm or encourage an anxious child or a child with low self-esteem.

This common approach is reflected in the standard statement below:

#### **Use of reasonable force**

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that pupils remain safe.

#### **Use of separate spaces**

In this school we may require a dysregulated pupil to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult.

In addition to this, we may request dysregulated pupils to attend a school in the MAT for 1-2 days for a transferred inclusion, they will be supported by a member of staff from Portreath School. Any situation that prevents a child from leaving a room of their own free will only be considered in the short term and very exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools' at all times.

## **Safeguarding, sexual violence**

Child on Child Abuse – including Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour is addressed within Crofty's Child on Child Abuse Policy.

At Portreath School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be sanctioned in line with this policy and under guidance from <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

## **E Safety, online abuse and Harassment-See Online Safety Policy**

### **SEND**

School behaviour policies recognise that some pupils will need a different approach and schools will make provision for this including behaviour support plans and risk assessments. Where appropriate these provision for these pupils will be planned as part of the SEND provision, including referrals to outside agencies where appropriate.

### **Communication and Role of Parents and Carers**

We recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes. The Behaviour Policy is available to parents on the school website and will be discussed as part of the child's induction to the school. In addition, parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed. At any point of the class teacher has concerns about a child's behaviour they may decide to discuss this with the child's parents to work on a positive way forward. Support is available to parents who may need help in ways in which they can handle their child's behaviour. Signposting or referral to services such as 'The Early Help Hub' can be made through the head or SENDCo.

The school prides itself on the good relationship it has with parents and parents conduct themselves appropriately on site. Parents and staff are important role models for the children. The Crofty MAT has a code of conduct for parents and if this is not followed further actions may be taken. If parents/carers are seen to be abusive, the head will seek to ban that person in line with the Cornwall Education Local Authority and Devon and Cornwall Constabulary policy of 'Nuisance and Disturbance on Educational Premises'.

### **Training and Working with Outside Agencies**

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

We liaise with a variety of work colleagues within the MAT and external agencies such as Early help, family support services, school nurses, educational psychologists, behaviour support services, charities such as Penhaligon's Trust and SALTs for advice and training.

### **Monitoring/ Data Collection**

Each class has a behaviour book which is used as part of the policy. The school has a whole school behaviour log. If appropriate incident and parental concerns linked to behaviour are recorded on our digital safeguarding system-Myconcern. We analyse the log and Myconcern records to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required.

Schools report on the effectiveness of their Behaviour Policies to LGC's.

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of Trustee.