

Fully Reviewed January 2025

Next full review due September 2026

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:



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.

Paul Dix

As a school we have been influenced by the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. We follow his 5 pillars:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines

4. Scripting difficult interventions
5. Make learners feel important, valued and like they belong

Aims and Objectives

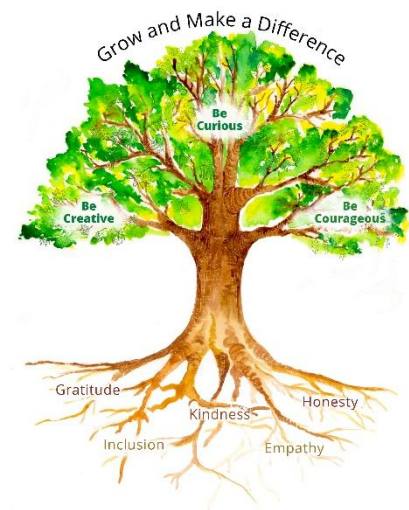
- For everyone to be treated fairly and with respect.
- To have a consistent approach to behaviour throughout the school, where all staff take responsibility to deal with behaviour and support the children
- To teach children what is expected and encourage increasing independence and self-discipline 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 motto: Be curious, creative and courageous to grow and make a difference
- To promote the British Values: democracy, rule of law, respect and tolerance, individual liberty.

Values

Rather than having school rules, we have 5 values that we expect everyone to show and develop:

Kindness, empathy, inclusion, gratitude and honesty.

The school values are displayed in every classroom, the main corridor, and in the playground. These are referred to regularly. We make a point of noticing children who are being kind, empathetic, grateful, inclusive and honest.



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 give our first attention to those doing the right thing
- We praise those going over and above and use positive notes
- 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
- Positive Notes

- Portreath Leaves
- 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 act when there is unacceptable behaviour. These actions should not be seen as punishments but rather an opportunity to reflect. The main action is a discussion with the child. This will be a discussion to promote enquiry, reflection, resolution and interactive repair. Actions may include: some time out for reflection, an apology note, a loss of privilege and/or repairing any mess or damage.

We have scripts that we encourage staff to use to support them. It is important for the adult to stay regulated and in control of themselves.

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 action, 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
4. Have a restorative conversation

Exceptional Circumstances

In exceptional circumstances actions taken might differ. It depends on the context and child. It is about staff making a professional judgement based on the child and situation.

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 result in a sanction:

- 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 suspension 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 and when required. The majority of behaviour incidents are dealt with a low-level conversation. For more significant, reported and extreme behaviour the school has a whole school behaviour log. Behaviour log sheets are completed by a member of staff, signed off by SLT and then uploaded to CPOMs.

If appropriate, incident and parental concerns linked to behaviour are recorded on our digital safeguarding system-CPOMs. We analyse the log and CPOMs 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.

APPENDICES

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.

Behaviour Log form

Date	
Child	
Year group	
Staff involved	
Where the behaviour happened	
Time	

Type of behaviour

Refusing to do work	Not following	Calling out	Running around the	Leaving the classroom	Using unkind words	Inappropriate language	Verbally confrontatio	Lack of focus	Physical towards a	Physical towards an adult	Throwing objects	Pushing over furniture	other
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Reflect and restore	Remember: As the adult you need to be consistent, calm
Tick off Qs asked, underlined ones are essential	
<p><u>What happened?</u> <u>What were you thinking at the time?</u> <u>How were you feeling?</u> <u>Its ok to feel... It is not ok to...</u> <u>What have you thought since?</u> <u>How did your actions make people feel?</u></p> <p><u>Who has been affected?</u> <u>How have they been affected?</u> <u>At this school we are:</u> <u>Kind/empathetic/inclusive/grateful/honest...</u> <u>did your actions show...kindness</u></p> <p><u>What should we do to put things right?</u></p> <p><u>How can we do things differently in the future?</u></p> <p>Thank them for their time to resolve the issue and thank them for being honest, empathetic (where relevant)</p>	Any comments
Parents contacted?	
Logged on CPOMs	

Signed off by head/assistant head

1. Give a reminder-quietly remind what should be doing, walk away
2. I need to give you a warning, think carefully about your next steps, walk away
3. Last chance-use 30 second script- if this is used keep them behind for a couple of minutes
4. Timeout-A few minutes away from desk, outside class to rest
5. Repair-discussion

30 second script for dealing with a child who is not doing as they should:

- I notice you are...(not settled/running round/struggling to get started)
- You are not being...(kind/empathetic/grateful) and that is one of our values
- I need you to...(start your work/go to your den/go to your seat/go to the glade)
- Do you remember earlier/yesterday/last week when you (did that brilliant writing, got a certificate, complete all your work brilliantly)
- That's who I need to see today/this afternoon/in maths
- Thank-you for listening, when you are ready for some help, pop your hand up and walk away. (leave for 5 mins) (when they put their hand up, drop everything and go straight to them and say well done for putting your hand up)

After 5 minutes:

- It's ok to feel ... it is not ok to disrupt your friend's learning
- I can see you are not ready to learn yet, I am going to help someone who is

AVOID POWER PLAY

- I understand that you might be...(angry/upset/bored)
- I need you to (come with me so we can resolve this properly)
- Maybe you are right (that is something I can look into)
- Be that as it may I need you to...(join in/complete the work)
- I have often thought the same (but we need to focus on)
- I hear you (it's not easy but I know you can do it brilliantly)

If really dysregulated

Stand/sit near by and simply say, I am here, ready to listen, whenever you're ready

Then after a couple of minutes start talking about something, don't worry if they don't respond, keep back and chat from a distance, sit on the floor

Useful scripts/sentence stems:

- You need to... I need to see you... I expect... I know you will.. We will...
- You need to understand every choice has its consequences. If you choose to do the work that will be fantastic and you will... If you choose not to do the work this will happen I'll leave you to make the decision.
- Do you remember yesterday when you...That is the Joe I need to see today, that is the Joe you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging, and dangerous. I don't like your behaviour but I believe you can be a success.
- What do you think you can do to avoid this happening in the next lesson?
- Joe, this is not like you...