

**St Keverne School**  
**BEHAVIOUR POLICY 2020 / 2021**

(including anti-bullying & exclusion information)

<b>Provenance</b>	<b>Date</b>
LGB' Ratification	<b>January 2021</b>
Implementation	<b>January 2021</b>

<b>Review Date</b>
<b>November 2021</b>

<b>To be read in conjunction with:</b>	<b>Safeguarding and Child Protection Policy Behaviour Addendum Sept 2020</b>
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**Self Help** **Blue** **Responsibility** **Green** **Equity** **Equality** **Democracy** **Solidarity**  
**Social Responsibility** **Honesty** **Openness** **Caring for Others**

## **BEHAVIOUR POLICY** **(including anti-bullying & exclusion information)**

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to promoting the desired behaviour through promoting self-esteem, self-regulation and positive relationships based on mutual respect. Our aim is to ensure equality and fair treatment for all, in accordance with the Equality Act 2010, by praising and rewarding good behaviour and challenging and disciplining inappropriate and unacceptable behaviour. Reasonable adjustments are always made for pupils with SEND. By encouraging and educating good choices in behaviour, children see the benefits of good behaviour.

Our policy is based on the beliefs that:

- Good behaviour is not automatically learned, but needs to be taught and supported by parents.
- Classroom behaviour can change and that we, as teachers, can assist children to manage their behaviour more effectively.

All staff have a high standard of pupil expectation in all aspects of work and try to raise the levels of pupils' self-esteem through a broad, balanced and differentiated curriculum, which is both interesting and relevant. We aim to provide a varied range of teaching and learning styles to suit the needs of pupils and provide an attractive learning environment for them to work in. By providing a safe environment, the teaching of Personal, Social and Emotional skills throughout the school, gives opportunities to reinforce appropriate, acceptable behaviour and discuss issues such as bullying, racism and the consequences of inappropriate, unacceptable behaviour. Every child's experience of school should be free from disruption, violence, discrimination, bullying, peer on peer abuse and any form of harassment.

The purpose of this policy is to:

- maintain levels of good behaviour
- provide a consistent approach in rewarding good behaviour
- provide a consistent approach in responding to unacceptable behaviour
- ensure that behaviour does not inhibit learning or impede potential.

### **Encouraging and Maintaining Good Behaviour**

Teachers establish consistent levels of acceptable behaviour with the support of parents, governors and the assistant headteacher and the headteacher. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation and they need to be taught and to manage their own behaviour. Teachers need to recognise that effective conditions for learning (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Staff project themselves as positive role models, co-operating and supporting one another, treating colleagues and pupils with courtesy, consideration and respect.

Good behaviour is encouraged through the use of positive and specific praise. Children should be praised for the desired behaviour, rather than picked out for doing the 'wrong' thing. A strong

emphasis should be put on telling the children what you **do** want them to do rather than what you **don't** want them to do . The school encourages positive relationships with parents, carers and guardians. We develop relationships with our pupils that enable early intervention and a shared approach which involves pupils in the implementation of the policy.

## **Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes.

Praise has a reinforcing and motivational role. It helps a child believe that they are valued. At school praise is delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards, as well as for particular achievements.

In Ks1, children earn 'golden time' on a weekly basis & in Ks2, a special time is awarded each week to focus on '50 things to do before you reach 11 ¾!' Each class also has a Dojo reward system for positive behaviour and there are also opportunities to be rewarded by the assistant headteacher and headteacher.

## **Discouraging Inappropriate Behaviour**

By having clear standards and expectations and positively reinforcing good behaviour, much inappropriate behaviour is avoided.

Wherever possible, the focus will be put on children who are showing the correct behaviour by using lots of specific praise. As soon as the child behaves correctly, they should be praised. If a child persists in inappropriate behaviour, they are told specifically what he or she needs to do to make a good choice and restore good attitude and behaviour.

## **Key School Rules**

School rules are kept to an essential minimum. They have been developed to be meaningful to children and in order to facilitate teaching and learning. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

The school has the following key school rules to help guide behaviour choices:

Be safe  
Be kind  
Be respectful  
Do your best!

There are consequences for breaking any of these rules.

### Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences, which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and needs.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Unacceptable behaviour is deemed to be intentional breaking of the expected behaviours outlined in each classroom and across the school. In particular, defiance, uncooperative and deliberate distracting behaviour that disrupts the smooth running of lessons is not acceptable. Any member of staff can identify unacceptable behaviour and hold the perpetrator to account through discussion of their misdemeanour. It is then the class teacher's responsibility to support that child in the development of improved behaviour. This is usually supported by the assistant headteacher and headteacher.

Responses to unacceptable behaviour range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, SENCo and other support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their actions are not acceptable. We will express our displeasure with the **action** and never the **child**.

Persistent unacceptable behaviour will not be tolerated.

Bullying is treated very seriously. (Please see Appendix II)

The stages of sanctions for unacceptable behaviour are as follows:

**Stage One:** In the first instance, the teacher, teaching assistant or adult supervisor will make polite, but firm requests/ warnings about the unacceptable behaviour. If the pupil does not stop immediately, they will be reminded of the expected behaviour before a final warning.

**Stage Two:** If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will need 'Time Out'. Depending on the behaviour or frequency this may be; time out in a designated area e.g. Chill-Out room.

**Stage Three:** Miss an amount of the child's break time or lunchtime. Following a sanction, further misbehaviour will be considered cumulatively and may lead to a "serious unacceptable behaviour" sanction. The assistant headteacher & headteacher will be informed.

**Stage Four:** The class teacher or immediate adult will investigate and parents will be informed.

"Serious unacceptable behaviour" breaches are not taken lightly. We will not hesitate to act in the best interest of pupil and staff safety within the school.

If a child should run away from an adult, or even out of the school for whatever reason, staff must never run after them, but keep the child in their sight. If a child is chased staff may be placing a child in greater danger by doing so. The assistant headteacher and headteacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down the assistant headteacher, headteacher or appropriate staff member will calmly encourage the child to come and discuss the situation in a quiet, calm space. If the child refuses or leaves the site, parents will be informed immediately and asked if they would like the police informing.

If parents and other emergency contacts are unavailable, the police will be informed straight away. Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

The stages of sanctions for more serious violent or persistent unacceptable behaviour/incidents are:

**Stage One:** Brought to assistant headteacher or headteacher who will liaise with parents or, if not available, write a letter home inviting parents into school to discuss how we can work together to improve the child's behaviour. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the appropriate time out, the headteacher should be sent for. If unavailable, the assistant headteacher or most senior staff member available should be called. A behaviour contract may be put in place to support the child to make better behaviour choices to change unacceptable behaviour.

**Stage Two:** an Individual Behaviour Management Plan [IBMP] is put in place that identifies behaviour triggers, positive support with sanctions being agreed and where necessary a crisis plan established.

**Stage Three:** meetings are arranged between school and parents to monitor behaviour on a regular basis with a log kept of all significant events, positive and negative. Any concerns will be raised immediately through an extra meeting.

**Stage Four:** If there is no improvement in behaviour after the support programme has been put in place (usually a six week programme) and a further serious offence occurs, school and home will seek further external advice and support via the Early Help Hub.

**Stage Five:** in the event of repeated threatening violence or actual physical violence towards another child or adult then fixed term exclusion will be considered for up to a day at a time.

**Stage Six:** where all sanctions are repeatedly ignored, the school reserves the right to permanently exclude a child.

## Exclusions

### Procedures for Internal Exclusions

When a pupil has gone beyond the behaviour system steps then an internal exclusion in school may be considered. In the event of an internal exclusion, the pupil's parents/carers will be notified by the Headteacher or another member of the Leadership Team. The Headteacher will decide how many days the exclusion will be in place for.

The following procedures must be strictly adhered to if the exclusion is to be effective

- The class teacher of the excluded child will need to set work for the exclusion
- Work from the class teacher must be left with the Head Teacher the day before the start of the exclusion period.
- Work given should be challenging but just enough for the child to complete unaided
- A member of staff will supervise the child.
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- If a child's behaviour becomes aggressive, violent, or they leave the designated area, staff need to contact the HT immediately
- The child should not be left unsupervised at any time.
- Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel

## Exclusion

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches 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. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

Please see the Trust's Exclusion Policy for more details.

## Challenging Behaviour

We acknowledge that a small minority of children may for whatever reason lack the maturity or self-regulation to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an EHCP. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

## **When can a child be sent off-site for education?**

Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour. In this situation, the governing body must:

ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;

advise the Local Authority, where the child has a Statement of SEN or EHCP;

regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

The governing body should have a plan for reintegrating a child into mainstream education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

This policy is meant to help all members of staff have clarity when dealing with good or bad behaviour and aims to help maintain high standards of good behaviour throughout the schools.

## **Appendix I**

### **Anti-Bullying including peer on peer abuse**

A bully is someone who knowingly and persistently commits unkind acts (either verbal or physical) towards an individual or group.

A victim is the unwilling recipient of these unprovoked acts. The types of unwelcome acts might include:

- Physical harm;
- Threat of physical harm;
- Extortion, demand for money or favours;
- Destroying, damaging or hiding properties;
- Spreading rumours about and an individual's reputation or that of his/her family;
- Nasty name calling or teasing;
- Using looks or stance to trigger an offence;
- Inappropriate use of technology;
- Exclusion-deliberately leaving someone out of an activity;
- Manipulation-forcing someone else to carry out any of the above actions.

### **Dealing with Bullying**

It is important that children know they can talk to someone if they feel they are being bullied. By discussing bullying, children help to develop their own solutions to bullying and suggest ways of telling someone about it. They understand the need to confide in someone they trust. If a child approaches an adult about being bullied, the issue **will** be taken seriously and the child given the chance to discuss how they feel. The schools have a 'zero tolerance' approach to bullying behaviour.

### **Peer on Peer Abuse**

Where children abuse other children this is known as peer on peer abuse. It can take many forms including (but not limited to) bullying, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or other physical harm; sexting and initiating/hazing type violence and rituals. Further details of peer on peer abuse are contained within Annexe A of the Department for Education statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018).