



PUPIL DISCIPLINE, ANTI-BULLYING AND POSITIVE BEHAVIOUR POLICY

Parc Eglos 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-discipline, and positive relationships based on mutual respect. Our aim is to ensure equality and fair treatment for all by praising and rewarding good behaviour and challenging and disciplining inappropriate behaviour. 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 behaviour and discuss issues such as bullying, racism and the consequences of inappropriate behaviour, free from disruption, violence, discrimination, bullying 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 management team. 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 to manage their own behaviour. Teacher's need to recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

We use the assertive approach to 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. Parc Eglos prides itself on encouraging 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 school's 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 Parc Eglos 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.

Each class has a reward system for behaviour. Also, the Headteacher's award system encourages good behaviour, two children per class are chosen each week as pupils of the week sometimes other children are included as special mentions. The children receive a prize each time they are chosen, these include positive letters of praise home and achievement certificates. Children who receive such a prize are also mentioned on the school website.

Playtime Supervision

Teachers, HLTAs and Teaching Assistants are required to perform supervisory duties including playtime supervision. All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. The adult on duty will then ask children to line up at which point they will walk to their designated class lines, joining at the back of the line. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'team point.'

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers or teaching assistants should supervise children in the corridor. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the designated areas in the KS2 playground or the field in appropriate conditions at the discretion of the duty teachers.

Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the adults on duty, reported to the child's class teacher or a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Lunchtime tokens are awarded for positive behaviour in the lunch hour. This includes being polite, eating a healthy meal, walking in and out of the hall calmly etc. Tokens are collected by each class and counted up at the end of the week. The winning class receives a reward agreed upon by the children.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards. There is also an expectation that children will enter and leave the hall for assemblies quietly and calmly, without talking. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised and rewarded appropriately.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses. For example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult. If observed running with a total disregard for other people or displayed work then sanctions should be followed.

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, use his or her full name and tell the child what he or she needs to do to make a good choice and restore good attitude and behaviour.

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.

At Parc Eglos our school rules focus of keeping our school in SHAPE.

- ✓ We will take actions to keep ourselves and others **Safe**
- ✓ We take responsibility for making our environment **Happy**
- ✓ We will join in with learning and be individuals who **Achieve**
 - ✓ We believe that it is always important to be **Polite**
- ✓ We will tackle all situations and activities with **Enthusiasm**

These rules are displayed in all classrooms and corridors and regularly referred to.

Breaking any of the rules will lead to sanctions and disciplinary action being taken.

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments 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.

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 will not be accepted.

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 a member of the Senior Management Team.

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 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 I)

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:
 - A. time out in a designated area of the classroom;
 - B. in another classroom or
 - C. with a member of SLT
- **Stage Three:** time out will be once sent to Mrs. Banner or Mr. Dye to 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.
- **Stage Four:** The class teacher or immediate adult will investigate and parents will be informed.

At Parc Eglos we do not take "serious unacceptable behaviour" breaches 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 headteacher or SLT 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 headteacher or appropriate staff member, will attempt to approach the child and calmly persuade them to come and discuss the situation in a quiet space. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing.

If parents and emergency contacts are unavailable the police should be informed directly. 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 behaviour/incidents are:

- **Stage One:** Brought to Headteacher or Deputy 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.. No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the appropriate time out, the head should be sent for. If unavailable, the deputy or most senior

staff member available should be called. A behaviour contract may be put in place to support good choices being made to change unacceptable behaviour

- **Stage Two:** a Behaviour Support Plan 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 daily 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 approach the Cornwall Behaviour Support Team for advice. Internal exclusion will apply for up to a day at a time.
- **Stage Five:** in the event of repeated threatening violence or actual physical violence towards another child or adult then a fixed term exclusion will be considered for up to a day at a time.
- **Stage Six:** where all sanctions are repeatedly ignored, Parc Eglos reserves the right to permanently exclude a child using the National Standard List of Reasons for Exclusions

These stages will be regularly reviewed during staff meetings to discuss their effectiveness.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

(See Appendix II for more information on excluding children for unacceptable behaviour)

Challenging Behaviour

At Parc Eglos we acknowledge that a small minority of children may for whatever reason lack the maturity or self-discipline 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.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Behaviour books
- Individual Behaviour charts
- Individual Behaviour Plans

- Behaviour Contracts

Physical Restraint

Please also refer to the Physical Restraint Policy

In extreme situations it is sometimes necessary to physically restrain a child in order to maintain the child's own safety or that of others. Where measures are taken to address unacceptable behaviours by physically restraining a child these will be appropriate, reasonable, proportionate and understood by all concerned.

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 school. It sets the standard for good codes of conduct (see Appendix III) that have been agreed by children, teachers and governors.

Review & Approval Date	March 2016
Signed by Chair of Governors	John White
Signed by Headteacher	Brett Dye
Next review date	March 2017

Appendix I

Anti-Bullying Policy

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 property;
- Spreading rumours about 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 **must** be taken seriously and the child given the chance to discuss how they feel. After discussing the incident with all children involved, bullying will be recorded in a behaviour log, along with the action taken, and parents will be notified.

Appendix II

School Exclusion Policy

A child will be excluded from school only as a last resort and as a result of serious breaches of our behaviour policy or of the criminal law. A child will be excluded when allowing them to remain in school would be seriously detrimental to the education or welfare of the child themselves or anyone else in school.

Serious misbehaviours which may result in exclusion include:

- Persistent refusal to carry out reasonable instructions issued by the school staff.
- Serious or persistent physical assault of children or staff.
- Persistent verbal abuse directed at children or school staff.
- Serious or persistent theft.
- Wilful possession or misuse of drugs or other illegal/dangerous substances.
- Serious sexual abuse.
- Serious or persistent racial abuse.
- Serious or persistent vandalism on the school site.

The police and / or other relevant bodies will be consulted when behaviour in any way contravenes any as set by statutory or civil authorities.

Other circumstances may arise when the Headteacher decides it would be appropriate to exclude a child. In all cases, the parents/carers of any excluded child will be fully informed of the reason(s) for exclusion.

Types of Exclusion

There are two types of exclusion:

- Fixed Period Exclusion.
- Permanent Exclusion.

Fixed Period Exclusions limited to up to 15 school days in any one term. The length of the exclusion will be determined by the Headteacher and will depend on the severity of the offence. The first exclusion will usually last between 2 and 5 days. This may be lengthened by up to 5 days to give the Headteacher more time to talk to parents and set out appropriate plans. It may be appropriate to establish a series of short fixed periods of exclusion within one term, the aggregate exclusion not exceeding 15 days.

Exclusion Procedures

Procedure for Fixed term Exclusion:

- On the day of the offence, the child's parents/carers will be informed of the exclusion, its length and the specific reason for it.
- The Headteacher will inform the school's governing body and the L.A. of all exclusions.
- The Headteacher will make arrangements for the excluded child to receive schoolwork to do at home until he / she returns to school.

Procedure for Permanent Exclusion:

1. The Headteacher will inform the parents/carers of permanent exclusion, both verbally and in writing.
2. The Headteacher will inform the parents/carers, in writing, of their right to make representations to the school's governing body / the L.A.
3. The Headteacher will notify the L.A. and the school's Governing Body, in writing.
4. The school's governing body Appeals Committee will convene a meeting within 14 days of notification to consider the case.
5. The child will remain on the school's register until the appeals procedure is completed, or until the parents/carers confirm that they accept the exclusion and intend to make other arrangements.

Appendix III

Codes of Conduct

Playtime Code of Conduct

- Go straight out to play;
- Keep to the correct part of the playground;
- If you see someone alone, ask if they would like to play;
- If someone is doing something wrong, tell an adult on duty;
- Respect all adults and children and be polite;
- Keep the playground tidy;
- When the first whistle blows, stand still; when the second whistle blows, line up and then children will be sent back to class.

School Code of Conduct

- Always work to the best of your ability and allow others to do the same;
- Move quietly and sensibly around the school;
- Treat others with respect;
- Take care of property and the school environment;
- Co-operate with other children and adults;
- Be polite and friendly.