

St Day and Carharrack Primary School

Positive Behaviour Management Policy

Our Golden Rules

We are gentle
We don't hurt others

We are kind and helpful
We don't hurt anybody's feelings

We listen
We don't interrupt

We are honest
We don't cover up the truth

We work hard
We don't waste our own or other's time

We look after property
We don't waste or damage things

At St Day and Carharrack Primary School we have the highest expectations and aspirations for our children. We believe that children deserve to learn in an environment in which the highest standards of behaviour are met by all children and adults. We believe that children will achieve their potential and become successful members of our community in an atmosphere in which they feel safe and respected, where they are inspired to learn and are clear of the expectations we have of them. Children are supported to develop their own self-discipline and take responsibility for their actions. We believe that consistency and fairness are crucial to creating an environment in which people feel valued and empowered and are treated with honesty and respect. These expectations run throughout our whole school day including breakfast club and after school clubs. We believe that if a person behaves in an inappropriate way, it is their behaviour that is of concern and is challenged and not them as a person.

Rationale

At St Day and Carharrack School we emphasize the positive by promoting good work and behaviour since this makes effective learning and teaching possible. The school will be proactive in tackling poor or inappropriate behaviour and will, through the curriculum, help the children to learn the necessary social skills to participate fully in our school and wider society. **The class teacher is central** in determining the strategies used to modify behaviour, following school policy and in setting up a 'Golden Classroom' (see **Appendix A**). It is essential that we separate personality from learning and behaviour. Opportunity must be created to listen with empathy and show genuine care for each child as a valued individual. **Praise** and the heightening of an individual's **self-esteem** are key to positive behaviour and learning with a 5:1 positive to negative ratio minimum. Significant and lasting modification may only be achieved through very small steps and a rigorous and consistent approach. Opportunities, both individually and as a class during circle-time, should be created to enable children to reflect on and be responsible for their own work and behaviour. Circle-time is timetabled weekly to ensure the wellbeing of every child in our care – knowing they will have a 'voice' and be listened to (see **Appendix B**)

The Aims of this policy are:

- ✓ To ensure that each member of our community is respected, valued and treated fairly regardless of race, gender, social background, culture, age, ability or disability and behaviour.
- ✓ To create a positive ethos and a stimulating atmosphere in which all members of our community are able to meet their full potential because they feel happy, safe and secure.
- ✓ To ensure consistency in behaviour management. To protect each individual's rights taking into consideration their age and maturity.
- ✓ To empower people to become responsible for their own actions and behaviour.
- ✓ To generate high expectations of the behaviour of all children and adults connected to St Day and Carharrack Primary School Primary School.
- ✓ To help people to make the appropriate choices with regards to their behaviour.
- ✓ To help each child to behave with honesty, trust and fairness to become positive, responsible and independent members of the school community.
- ✓ To help ensure the safety (including online-safety) and well-being of all pupils.
- ✓ To help the children to know where support can be found if necessary.

The Principles of this policy are:

- That all people are treated respectfully, consistently, honestly and fairly.
- That all people have choices regarding their behaviour.
- That all people have both rights and responsibilities in respect of behaviour.
- That we have high expectations of the behaviour of all members of our school community.
- That our expectations are realistic and manageable for all members of our school community.
- That adults are the models for children's behaviour.
- That our style of behaviour management is overt, we praise good behaviour and challenge that which is inappropriate.
- That children are appropriately involved in setting high expectations of behaviour.
- That children are given responsibility at an appropriate level for their conduct.
- That all people are made aware of their choices with regards to their behaviour, and are supported in making the appropriate choices.
- That rewards and sanctions are accessible to all children and that they are fair, reasonable and proportionate.
- That parents and carers are involved in, understand and support our procedures and their views are valued.
- That we always give people space to speak, and make it clear that each party will be listened to in a calm uninterrupted manner.
- That we acknowledge (whilst not necessarily agreeing with) all points of view.
- That stereotyping of people and their behaviour is avoided.

The Language we use

At St Day and Carharrack Primary School we believe that good behaviour is most likely when language:

- Is positive and based on praise. Praise should be natural, varied and imaginative.
- Makes every child feel successful.
- Emphasises desired rather than unwanted behaviour.
- Is constructive and helps to create an atmosphere of caring and respect for self and others.
- Is clear, concise and precise.
- Reflects the importance of choice.
- Sets clear expectations.
- Sets clear learning objectives and success criteria.
- Teaches children exactly what the behaviour is we want to see.
- Varies in the tone of voice to suit different occasions. Tone of voice is vital and should be confident and calm, "assertive but not aggressive".
- Is pitched at a volume that reflects the calm atmosphere we are working towards.
- Is combined with positive non verbal forms of communication and body language: a member of staff's posture should command respect and create a positive atmosphere.
- Uses "pauses" to give children the opportunity to comply with requests (ASD training suggests at least 10 seconds)

- Uses the idea that things that cannot be done now can be done in the future. "Yet".
- Deals with the behaviour that needs managing and not the child in a general way. The behaviour is challenged not the person.
- Is on the child's appropriate level.
- Engages everyone in learning by giving confidence.
- Promotes everyone as a learner.
- Values everyone's ideas.
- Is reinforced visually.
- Encourages children to reflect on their learning and behaviour.

Lesson Planning

At St Day and Carharrack Primary School we believe that motivation and engagement in learning have vital roles in promoting good behaviour. Children need to be challenged and stretched as well as being supported. Expectations for behaviour need to be explicit and understood in each lesson. Good behaviour for learning is most likely when:

A full range of teaching and learning strategies and styles are planned for and fully used.

- Objectives, intentions and success criteria for the lesson are clearly explained.
- Lessons are appropriately differentiated to meet the needs of all the children.
- Human and physical resources are carefully and appropriately deployed.
- All staff have appropriate understanding of the objectives and how they can be adapted and adjusted to suit the needs of the children they are working with.
- Suitable "challenge" is planned for to ensure all children are stretched.
- Sufficient high quality learning resources are available.
- Learning builds on previous knowledge.
- Learning and resources reflect the cultural diversity of our children and society.
- Learning is interactive, contextualised and children know where learning is leading.
- Appropriate pace and timing of the learning is well planned for.
- All staff and children are aware of the strategies to be used if children are "stuck" or finished. Extension and development or support work.
- Groupings of children (where appropriate) are carefully thought through and planned for and vary for different types of learning.

Promoting Positive Behaviour

Our Golden Rules

At the start of each all classes discuss our Golden Rules and each person's roles and responsibilities alongside the virtues we wish to 'grow'.

We are Gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We work hard- We don't waste our own or others' time

We look after property – We don't waste or damage things

These rules will be clearly displayed in each classroom and on the school's website.

Positive behaviour is promoted through all aspects of the curriculum. Specific teaching takes place in assemblies, RE, PSHE, circle-time and through the social skills learned at lunch and playtimes. Children are also encouraged to look for classmates demonstrating Golden Rules and acknowledging this during class circle-time and assembly.

The `**Golden Rules**` underpin our educative approach to school behaviour. On any occasion when a child demonstrates inappropriate behaviour, staff are expected to **remind** the child of the relevant Golden Rule for that particular situation, for example, "We are working in a group, which Golden Rules should you be using?" or "What Golden Rule could you practise to keep this game peaceful?" If the unwanted behavior continues after a **Verbal reminder** is given, then a **Visual** warning (small yellow card) is given to remind and encourage children to take responsibility for their actions through making the right choices. The child will be offered a choice and a consequence: "If you can work in a quiet and respectful way you can continue to sit with your friends, but if not you will have to work on your own – what will your choice be?" The child is acknowledged if he or she makes the right choice. Lastly, a **Final warning** (eg. 'Red card') is given with appropriate loss of privileges/sanctions (see **Appendix C: Positive Behaviour Management Ladder**)

All staff accept responsibility for maintaining and modelling good behaviour throughout the school and whilst on school visits and residential.

All staff implement and follow this policy rigorously: midday supervisors, supply staff, support staff, admin staff, before and after school staff and teachers.

Rewards

The first and essential acknowledgement of positive behaviour will always be **meaningful verbal praise** such as 'Thank you for following our Golden Rule of being kind and helping with this'. Acknowledging children who are doing the right thing serves both as a reward for the child concerned and promotes a positive ethos throughout the school. Every week, a child from each class is chosen to be the 'Golden Leader' for consistently following our Golden Rules and displaying behaviour linked to a positive attitude or achievement.

Further rewards include:

- The presentation of certificates for outstanding work and behaviour awarded in celebration assembly each week. Being sent to other members of staff for positive reinforcement.
- Praising children in front of their class or another class.
- Headteacher's Award.
- '**Lunchtime Awards**' and 'top-table' privileges for consistently good manners and behaviour during lunchtimes.
- EYFS children can collect stickers for consistent good work or behaviour.
- Stickers can be given by any member of staff for effort, achievement, courtesy, honesty or good behaviour generally. Once given they cannot be taken away.
- Informing parents at the end of the day of successful achievements and behaviours across the school
- A special mention in the newsletter
- End of year achievement certificates and a variety of awards are presented for outstanding behaviour. Year 6 children will be recognized for their contribution to the school. This will inspire the younger children to further develop their own positive attitudes to their schooling.

- The opportunity to undertake specific areas of responsibility as a reward for trustworthy behaviour.
- Special displays or photographs to praise an achievement or piece of work.
- Achievements recorded in our 'Golden Book'
- Phone calls home.
- Individual classroom rewards e.g. star chart, marbles in a jar, points, stickers
- Becoming a '**Play leader/Golden leader**' will be encouraged as a means to achieve caring and inclusive behaviour during playtimes. Play Leader children make themselves known to younger children during assembly.

Strategies for challenging inappropriate behaviour

Sanctions are carefully considered and are reasonable and proportionate. A range of disciplinary measures are used to ensure children's behaviour meets our agreed expectations. All staff employed by the school have a responsibility to challenge and manage inappropriate behaviour.

At St Day and Carharrack Primary School we will not accept any behaviour which is dangerous or which disrupts the learning of others. Children need to know the consequences of the choices they make in terms of their behaviour. Some children will need no extra support to achieve and maintain an appropriate standard of behaviour. We deal with unacceptable or inappropriate behaviour immediately, firmly, consistently and with clarity. At the same time we use our professional judgement and make decisions based on the individual needs of a child.

In dealing with incidents of inappropriate behaviour we strive to:

- Help children to understand the choices they have in regards to their behaviour.
- Give ourselves and children the time to be calm and in control before we deal with a situation
- Help children to understand the consequences of their choices of behaviour.
- Make a connection between the choice of behaviour and the resulting sanction.
- Be alert to the behavioural signs of children being abused, and report and record our suspicions and concerns with the Headteacher.

If the inappropriate behaviour is attention seeking in its nature and is not causing harm to the education or safety of others, we may choose to "tactically ignore" the behaviour until a time when it can be challenged without the audience that the behaviour is trying to attract. All parties, including the other children, need to be aware that it will be dealt with at an appropriate time.

In dealing with incidents we take into consideration a child's maturity, special needs, emotional needs, previous behaviour and personality. Incidents are always dealt with as fairly as possible but this approach gives us the flexibility to use our professional judgement to manage situations appropriately.

Sanctions are carried out if verbal reminders and visual warnings have not enabled the right choices to be made. If a **FINAL WARNING** /red card is given there will be a

sanction (see **Appendix C**). Where possible the sanctions take place the same day so that the child has a fresh start for the afternoon or the following day.

The sanctions support the child to develop a full understanding of the implications of their behaviour on themselves and others. When behaviour repeatedly gives cause for concern, parents will be notified and/ or invited in for a formal discussion with the child's class teacher. Any repeated inappropriate behaviour will be referred to the Headteacher.

- Misbehaviour will be dealt with in a fair and consistent way, though due regard will be given to the age, maturity and specific circumstances of the individuals involved.
- Sanctions and loss of privileges will be applied according to the St Day and Carharrack School '**Positive Behaviour Management Ladder**' (see Appendix C) which is agreed with the children at the start of the year.
- Children must never be intentionally insulted or humiliated.
- Bullying behaviour will not be tolerated and will be dealt with promptly and firmly (See **Appendix D**)
- To assist all staff and ensure consistency in and out of the classroom, a **verbal reminder, visual warning and final warning system** is in place which starts at the beginning of each session. Dealing with incidents at playtime and lunchtime should follow the same procedures (see **Appendix E**)
- Children who show consistently poor behaviour may be given a **Home/School Link Book** containing targets to help the child to improve his/her behaviour. These targets will be arrived at following a consultation with the child, the parent/carer and the class teacher. They will be monitored over an agreed period and adjusted as necessary. The aim of the Home/School Link Book is to help the child to address the pattern of poor behaviour with the school and home working in partnership to set targets, establish appropriate strategies, monitor progress and to reinforce desirable outcomes.
- In certain cases the SENDCO, class teacher and parent/carer of the child will work together to produce an **Individual Behaviour Plan** or an **Individual Safety Plan**. The expertise of outside agencies may be called in such circumstances.
- If children are harming themselves or others; staff who have been trained by the '**Team Teach Accreditation**' will intervene as a last resort. Positive handling techniques may be used in accordance with the accredited course and as laid out by the Positive Handling Policy.
- If the child's behaviour continues to be unacceptable then there will be an **exclusion warning**, and in the last resort, a **fixed-term or permanent exclusion** may result.
- Children should be aware that the sanctions apply to their behaviour out of school, when it may associate them with the school community.

(Please refer to "Improving Behaviour and Attendance" – Guidance on exclusion from schools and pupil referral units) DfES website.

Bullying

Bullying behavior can occur in every school and institution (see **Appendix F** for our anti bullying statement and support for parents). At St Day and Carharrack, we talk about what bullying is so that it can be tackled immediately if it happens and we actively encourage everyone to look after each other by calling bullying behavior out. We remain pro-active in promoting our Golden Rule: 'We are gentle' - we intervene immediately if any child is hurt and follow procedures. We teach our children about bullying to ensure they are equipped to deal with situations in and out of school, now and in the future.

Bullying behaviour involves the **PHYSICAL, SOCIAL or EMOTIONAL** harassment/harm of others. It is exhibited as repeated behaviour representing an attempt to deliberately humiliate, intimidate or cause hurt to another person/s. This includes attitudes and actions directed against a person by virtue of their disability, colour, culture and/or ethnicity. Our intention is to promote honesty and trust, so that all of our children feel able to speak to adults. All staff are alert to the possibility of any such problems. This may include the use of the internet or a mobile phone (cyber bullying). Further examples include– physical intimidation; threats; verbal abuse; intimidating texts or emails; social isolation or exclusion of others (indirect bullying).

- Bullying is everyone's concern and all staff will be encouraged to immediately inform the Headteacher, investigate allegations and to be alert to potential episodes. Children will be listened to and the nature of their troubles explored and acted upon(see **Appendix D** sanctions)
- Staff will do their best to support those who have been subjected to bullying.
- Those who display bullying behaviour will be helped to recognize why their actions are deemed unacceptable, to face up to the hurt these actions cause to others, and how they can modify their behaviour to prevent future incidents.
- Each case of bullying will be dealt with fairly and evenly with those involved given the opportunity to explain their actions and make amends for them. We recognize that those who engage in bullying may need help as well as sanctions.
- Behaviour management plans/contracts may be drawn up through consultation with the child, class teacher and the child's parent/carer, so that potential trigger factors can be identified and early intervention strategies prepared and implemented. In certain cases an Individual Safety Plan may be appropriate.
- Children will be taught about mobile phone bullying in PSHE.
- Children are taught Online safety and this is part of PHSE , computing and assemblies.

Racial/Sexual Harassment

Racial and sexual harassment are totally unacceptable and any such instances are acted upon by the pupil's teacher and Headteacher. A written record is kept and parents are informed.

Truancy

Where a problem occurs, working in partnership with the parents and the Education Welfare Officer, a strategy will be devised in order to avoid any re-occurrence. Refer to Attendance Policy.

Use of Restraint / Care and Control

Key members of staff are trained in the use of physical restraint to keep a child from harming themselves or others or damaging property or the learning of other children. The Headteacher is called to support (phonecall or use of the red card) if there is time in such situations and a witness should always be present. Such action is only taken in the most extreme cases in order to fulfil our obligation to keep our children safe from harm. The most important aspect of the training involves preventative measures and deescalating a situation before any form of restraint is required. Wherever possible all other children are

removed from the vicinity if there is the possibility of restraint being required. The degree of force will be in proportion to the circumstances and seriousness of the behaviour. Any force or physical contact should always be the minimum required to achieve the desired result. The member of staff should "commentate" (in as calm a voice as possible) to communicate what is happening so that the child is aware of what is going on. It should be made clear to the child that any physical contact will stop as soon as it ceases to be necessary.

All incidents of restraint must be reported to the DSL or DDSL which are then recorded in the Use of Restraint "Numbered Book" (kept in the safeguarding cupboard and accessed by the DSL or DDSL). This is monitored by Governors.

Outside Agencies

We have strong links with many external agencies who we use to support our children and families. These include CAMHS, Cornwall Children's Services, our SALT, Educational Psychologist, Family Support Workers and Behaviour Support.

Early Help

Our aim to provide "early help" through "Team Around a Child" meetings which can be extremely successful in supporting families manage challenging behaviour at home and in school. We inform Parent and Carers of courses to support in the development of positive behaviour strategies. Our EP visits regularly and is keen to support with any concerns we may have with all children not just those that are being assessed for EHCP support.

The role of Parents and Carers

We are proud of our strong relationships with parents and carers and we believe that this partnership has a significant impact on the positive behaviour our children exhibit. This does not mean that we do the same job, but that we strive to overtly support each other for the children's benefit. We talk to each other about children's behaviour at school and at home. We share information about their good and challenging behaviour; their difficulties and their achievements. We try to share our expectations and encourage children to be responsible for their own behaviour.

We rely on parents and carers to reinforce our rule that children should not retaliate to acts of aggression, whether verbal (name calling) or physical (hitting back). We ask parents and carers to support us by talking to their children about discussing difficulties and problems with members of staff. Staff endeavour to listen to every child and to respond in the appropriate way. Children and parents may not always be made aware of the details of the actions or sanctions that have been taken against another child, other than that the incident has been dealt with in line with this policy.

We involve parents and carers as early as is appropriate. This will normally be initially through an informal discussion in the playground, but may progress to a more formal meeting, involving the Headteacher and may be recorded in the form of a letter to be kept on the child's file. We keep parents and carers informed of progress and make the child aware of their parents' / carers' involvement. We also speak to parents about children's positive behaviour so that more negative discussions are held on the foundation of a positive relationship.

Strategies to manage serious incidents such as blatant defiance and deliberate provocation

eg refusal to do as requested, walking away, answering back, losing temper or having a "tantrum" –

Such incidents must always be dealt with in the clearest possible way and children must be aware of the consequences of making this choice of behaviour

To manage such serious incidents successfully staff should:

- Avoid confrontation and stay calm. Staff should use their professional judgement in terms of the severity of the situation and their knowledge of the child involved.
- Remove the child from an audience or the audience from the child. In the playground, send other children away from immediate vicinity and in the class situation move the child away from the group or take the child outside the room (if he/she will come).
- If the situation is deemed to be dangerous, call for support from Headteacher using "red card" and remove rest of class, always explaining that the incident will be dealt with even though it possibly cannot be resolved at that time.
- If relevant use of "care and control" policy can be applied. If this type of restraint is used a witness must be present, a running commentary given in a calm quiet voice, explaining what you are doing. As well as making it clear your actions are to restrain rather than punish, it cools the situation down by giving the child something to focus on. See above.
- If appropriate, request support from a colleague, either to take rest of class or to observe child if danger of harm being caused. Staff should, however, be aware of the potential consequences of an overbearing number of additional members of staff.
- Calmly explain again the initial request, giving justification for the request.
- Calmly explain choices and consequences of their behaviour.
- Give time to "cool off", explaining that the situation will be dealt with.
- If a child runs off the premises, the Headteacher should be alerted and parents and appropriate authorities will be notified.

Strategies for managing a fight or the use of physical violence

- Stop the fight using guidelines set out in Cornwall Care and Control Policy ie physically interposing between children, blocking a child's path, holding a child in a wrap style avoiding arms, neck and head, shepherding a child away by placing a hand in the centre of a child's back. .
- Send another child or an adult for support.
- Disperse any crowd.
- Deal with any injuries using First Aid training.
- Remove children from the scene.
- Separate children for a supervised cooling off period.
- Comfort any victim.
- Once calm talk to children involved in a non confrontational way to ascertain information about the incident.
- Discuss strategies for coping with differences other than fighting.
- If not already done, refer any fight to the Headteacher
- HT will inform parents as appropriate.
- HT will apply appropriate sanctions.

Strategies to successfully manage behaviour that is disruptive to the learning of others

In order to reduce repeated inappropriate talking, disturbing others by tapping, touching other children's work, moving around room inappropriately, focussing attention away from teacher:

Embed rules and expectations early in the year.

- Divert attention away from disruptive child eg refer to the appropriate behaviour of others.
- Ensure the child is clear about the type of behaviour that is causing concern and that this behaviour is unacceptable.
- Ensure child is aware of the choices available in terms of modifying the behaviour to comply with expectations (see above sanctions).
- Remove the child from audience by asking them to move to another part of the room, sit by another adult or in extreme cases leave the room.
- Ask child to think about what it is about their behaviour that is unacceptable and why you are asking them to refrain from continuing.
- If behaviour continues use one of the range of sanctions available including the option of making up work that is missed at play or lunch time.
- Inform the Headteacher and inform parents.

A child refuses to carry out their work.

- Ensure the task set is appropriately differentiated and understood by the child.
- Ensure the child is aware of the choices being made and the options available.
- Withdraw child from any audience.
- Ensure that child is aware that the work will be made up either at play or lunch time or at home with their parent's knowledge of the reasons why.
- Inform the Headteacher, who may remove the child to complete the work and inform parents.

Children's conduct outside of school

In certain circumstances staff have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable" if it is witnessed by staff or reported to the school. Such circumstances include misbehaviour when a child is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Identifiable as a pupil at our school.

Or misbehaviour that :

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Or could adversely affect the reputation of the school.

In such circumstances the agreed sanctions within this policy will apply. The Headteacher will make the decision as to whether the school will become involved in such situations and instances.

Unacceptable behaviour or Cyber Bullying using Social Media, phones or the internet in another way can and will be managed by the Headteacher. In extreme circumstances information will be passed on to the Social Care professionals or the police.

Behaviour Support Plans

Some of our children experiencing difficult circumstances or who have particular special needs or emotional needs have Behaviour Support Plans and risk assessments in place in order to modify or target aspects of their behaviour that are particularly challenging or are causing ongoing disruption to learning. Our aim is that these BSPs operate within the normal parameters of this Behaviour Policy but are a way of focussing our energies on adapting the challenging behaviour. Targets set are reviewed on a half-termly basis by all those staff involved including the Headteacher. Targets are SMART and manageable.

Recording events

- The Headteacher keeps records of "serious incidents".
- Serious incidents are recorded on a specific form and can be used as data for monitoring or evidence in formal situations, eg Pastoral Support Programme, Looked After Child Review, or during decision making for an exclusion.
- Some children may have behavioural targets as part of their individual plan.
- Some children may have behavioural targets as part of their work with Teaching Assistants
- Governors are made aware at Governors meetings of any serious incidents, Racist Incidents, Homophobic incidents, Bullying incidents, Sexist incidents and Fixed Term or Permanent Exclusions.
- The Governor with responsibility for monitoring the behaviour management systems is the Chair of Governors.

Exclusion

Exclusion from a lesson, class activity or in extreme circumstances, from school will be fully investigated and followed through in the best interest of the child. Detailed behaviour journals of incidents prior to the decision being made will be taken into account. The parents will always be informed. The child will be party to the discussions and full understanding of the seriousness of their actions and subsequent consequences explained. Reference to County guidelines would be made should the need arise.

Staff Development

Staff will be provided with suitable training to ensure that the school continues to provide an orderly, learning environment where children feel valued and are motivated to learn, and where all those who work with the children are aware of their roles in encouraging good behaviour whilst confidently tackling poor behaviour and bullying.

Monitoring

The behaviour of the children and success of this policy will be monitored continually. Information about the behaviour of the children will be sought informally from the whole school community.

Our efforts will be measured against how successfully the school:

- Recognizes and encourages good behaviour
- Promotes a happy and positive atmosphere
- Tackles incidents of bullying or unacceptable behaviour

All staff are responsible for consistently enforcing the rewards and sanctions set out in this policy. Without compromising our principles or expectations we strive to diffuse situations before they require significant intervention. Children need to be clear on the precise behaviour that needs to be changed. Children need to be warned of the consequences of failing to adapt their behaviour. Often children will be given the opportunity to “earn back” time from the sanction. All classes have an emergency “Red Card” to send for the Headteacher in case of urgent support being required.

Governors

The school’s aims and ethos are monitored by the Governors. The governors will be informed of any serious incidents and the appropriate committee and procedure will be set in motion.

Appendix A: **A GOLDEN CLASSROOM**

- Children and teachers negotiate and agree a classroom Code of Conduct/Contract expressed in terms of Rights and Responsibilities in accordance with the Golden Rules.
- Children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning or not prove helpful to learning.
- Children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work.
- Children have responsibility for aspects of classroom organization.
- Children have opportunities to make choices in their learning.
- There is a strong emphasis on mutual support and collaboration.
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognizing that children may differ in their preferences for how they learn.
- Teaching assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with children.
- Behaviour is excellent as everyone recognizes and respects the rights of all to their education.
- Teachers and teaching assistants model positive behaviour e.g. they listen well to pupils' views and show respect for their opinions; they avoid totally put-downs or sarcasm; they give clear reasons for use of sanctions; **teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved**; teachers show genuine high respect for teaching assistants and all other adults.
- Displays are used to reinforce awareness of rights, respect and responsibilities in relation to each other and others locally and globally.
- Children respect and value each other's similarities and differences and support each other, with very low incidence of negative behaviour, name-calling, racist or sexist comments, etc.
- High status and adequate time given to Pupil Voice issues e.g. The School Council and Circle-time.
- Every child has an equal opportunity to make progress to the best of their abilities.

Appendix B: CIRCLE TIME and GOLDEN TIME

Circle time has a fixed place in the timetable for the whole school- not just for when problems arise but to celebrate and discuss a range of ideas and to support the emotional well-being and development of everyone.

Additional Circle time can be held if so desired and each teacher develops and nurtures the concept at their own discretion. The Jenny Moseley approach to Circle-time is followed as a guide. Resources will be made available to new colleagues. *New staff have a responsibility to seek out information and resources.*

AIM

- To promote self-awareness and self-esteem. (If you do not respect yourself as a person you will find it difficult to establish successful relationships with other people where it is essential to respect their feelings).
- To develop respect for individual rights and moral values, i.e. to enhance pupils' awareness globally.
- To offer a "space" in the week to discuss pressing issues and an opportunity to be listened to.
- To help form a cohesive class unit.
- GOLDEN RULES are essential here – and reflect the whole school consistent approach.

SUGGESTED FORMAT

- Each class member picked in turn - for example – as special person that day. Class sits in a circle including teacher on the same level. Special person may vary according to each teachers' own organisation.
- Children may pass around a talking tool to help communicate with each other – as they say their comments. Everyone says something even if the comments are repeated. Difficulties identified are expressed in third person- never identifying a specific person. I am having a problem with wet lunchtimes and people interfering with my game- for example.
- The special person chooses a subject / worry that they wish to discuss. If not opened up to circle members the previous special person chooses the next name out of the box.
- Jenny Mosely resources are available to follow the opening and closing of Circle-Time.

There is flexibility within the system but the treatment of children must be fair and consistent. The sanction will depend on the incident but should follow the same progression as below. As a general guide, and after consultation with the children, 5minutes of Golden Time will be lost for minor incidents if a good choice is not made at the yellow stage. All children are able to earn 'time' back through displaying good choices in the future.

Any physical aggressive acts towards another person will always result in an instant 'Red Card' and loss of 15minutes of Golden Time (for reflection time and time to talk with the classteacher) – as described over.

Children are reminded of expectations for positive behaviour in school through verbal and visual reminders of the Golden Rules:

1. **Verbal REMINDER** of how to behave in school.
Which Golden Rule should you be following?
What could you do differently?
Positive reinforcement of other children following the rule accordingly.
2. **Visual REMINDER warning (small yellow card given):** This reminds the child they have a choice and are responsible for the consequences of their actions. If you continue to...then... will happen
What would help you to make the right choice?
What could you do instead?
3. **Final WARNING** If you continue to break the Golden Rules: **loss of privileges/sanctions** which can involve any of the following depending upon the action...

Examples of sanctions include:

- 'Thinking-time' -moved away from the situation until ready to rejoin the group.
- 'Time out' - moved to another class/area - time out of the classroom may prevent the escalation of a problem but an adult must supervise the child at all times.
- Thinking time during part of their playtime/lunchtime.
- Sent to the Headteacher for further investigations with possible communication with child's parent/carer.
- Sitting on a bench at playtime.
- Being sent in from the playground to sit inside the office or in a classroom (supervised)

at play or lunchtime.

- Home school log set up for longer term concerns.
- School based community service related to the behaviour eg. Respect for the property - picking up litter
- In Online-Safety cases, sanctions may include children's access to the internet and the school network being reviewed. (see Online-Safety policy)
- Other methods aimed at diffusing and de-escalating disruptive behaviour are to be encouraged, especially where these would help the child to better understand and address the causes and consequences of his/her actions.
- Issues can be explored through a class discussion or Circle Time if appropriate.
- Involvement of outside agencies.
- Loss of privilege related to the behaviour. eg a child who consistently refuses to comply with the request of an adult may be prevented from going on a school trip due to the Health and Safety implications of their refusal to comply with requests in a more hazardous environment away from school. Preventing a child from swimming, doing PE, playing for the football team or attending football club, being in a school performance or going on trips are not generally used as sanctions unless they are directly related to the behaviour causing concern. Often such sporting or artistic activities are a way of boosting esteem and general school involvement. Not going on trips can also cause gaps in learning which could generate future behavioural difficulties.
- Exclusion will only be taken by the Headteacher 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. We follow national and Local Authority guidelines in respect of Fixed Term and Permanent Exclusions. We use the full range of other sanctions available before excluding a child unless an individual incident is so extreme as to warrant the use of an exclusion. The Headteacher is responsible for excluding children and Governors are informed if this rare action is taken.

An immediate red card can be given in response to aggression or behaviour, which is threatening or dangerous to another. Physical abuse can also result in an immediate red card. In this instance the child will be sent to the Headteacher immediately. Parents will be notified and asked to support the school by providing time and space in which the child can reflect upon his/her actions. Until the carer arrives, the child will be placed in the care of an adult and removed from the situation. A consultation meeting will be arranged with the Headteacher, the parents and the child. Warnings are not carried over to the next day, however consistently poor behaviour may result in a daily/weekly report being written by teacher and parent.

IMPORTANT: Warnings and use of visual reminders (eg. yellow/red cards) can only last up to the end of that session (**morning or afternoon**) i.e. the student has a fresh start after lunchtime, **but they must ask the staff member to accept the visual reminder back and they must apologise- recognizing and acknowledging- what behavior had caused the warning or visual card /item to be given.** If a warning is issued IN SEQUENCE within lunchtime; this is also a separate session and dealt with accordingly. **FINAL Red WARNINGS** at lunchtime will be reported to and dealt with by the Classteacher and in some instances this will have been an immediate red WARNING due to aggressive behaviour, risk to others or selves as well as rudeness or deliberate insolent or uncooperative chosen behaviours.

All students have a fresh start again after lunchtime- in the classroom.

An appropriate sanction should be followed through with a dialogue between adult and child about his/her behaviour to enable time for reflection and think about how the same situation could be avoided in the future. **What would you do differently in the future?** This will happen during playtime with an apology made to those concerned. The incident is recorded in the child's individual folder with the child present – with the date and a short explanation.

Appendix D: Bullying- Sanctions

Sanctions

First Incidence:

- A record of the incident will be kept in the class behaviour book (located in classroom) and the Headteacher will be informed immediately.
- The parent/carer of the children involved will be informed of the incident.
- The child will be talked through the school's behaviour policy and school rules.

Second Incidence:

- The child's behaviour book record will be up-dated
- The child could be removed from his/her peers for up to one day (e.g., transfer to another class; separation)
- The parent/carer of the child will be invited to attend a meeting with the appropriate member/s of staff.
- The child will be required to report to the Headteacher daily for an agreed period of time
- A home/school link book to be considered with agreed targets to help modify the child's behaviour

Third Incidence (and/or failure to make progress with the home/school link book targets):

- The child's behaviour book record will be up-dated
- The child will be given a fixed-term exclusion warning
- The support of outside agencies will be sought and strategies implemented following agreement with the child's parent/carer (eg, counselling)

Fourth Incidence:

- The child will be given a fixed-term exclusion
- A meeting between the child's parent/carer and the appropriate school representatives will be arranged before re-integration to agree strategies and procedures

Note – depending upon the circumstances, exclusion may take place on the first occurrence at the discretion of the Headteacher and Governors.

At St Day and Carharrack School we respect and endorse the right of **all** children to feel safe, secure and for their welfare to be given due consideration, so that each child can give of their best and achieve his/her full potential.

Appendix E: DEALING WITH PLAYTIME/LUNCHTIME/CLUB INCIDENTS

Guidelines for teachers, support staff and lunchtime supervisors. Action for dealing with incidents on the playground.

When dealing with incidents on the playground or during before and after school clubs, it is essential to use the strategies and attitudes contained within this policy. These can be summed up by the belief that we are seeking to deal with and allow the child to take responsibility for, and modify their own behaviour. Any action taken should retain the concept of the value of the child himself e.g. **it is not you we do not like it is what you are choosing to do-** or the inappropriate choice you are making.

Suggested action for:

A) Playtime: Minor incidents (e.g. No injuries / damage to clothing etc.)

- (i) To be dealt with immediately by **member of staff on duty** verbal warning using guidelines
- (ii) Time out away from peers on the playground/bench
- (iii)** Child to remain with member of staff for playtime- **use of timers**

Non-trivial incidents

Follow the Positive Behaviour Management Ladder

- (i) Child to be given a visual warning (yellow card), after a verbal reminder.
- (ii) Child to be issued with a final warning/red card and immediately sent to the **Head teacher** with another child accompanying them.
- (iii) **Headteacher** (Senior teacher in Head's absence) to talk to the child re: behaviour and agree sanction together.

B) Lunch-time/ Clubs: Minor incidents

- (i) Verbal reminder warning from **lunchtime supervisor/ club leader** using guidelines and 'time out' if appropriate.

Non-trivial incidents

- (i) Following an incident on the playground/ in club, child is issued with a visual warning, after verbal warning.
- (ii) **If final warning required, Class teacher** to be advised fully re incident and follow up.
- (iii) **Class teacher** to decide whether incident requires further action.

- (iv) If a final warning/red card is issued, child immediately sent to **Headteacher** for time out and discussion. Head to liaise with class teacher and parents.

C) Persistent misbehaviour

- (i) **Playtime /Lunchtime/ Clubs:** Child to have time out with the class teacher or Headteacher, for appropriate number of play/lunchtimes – to be decided in discussion between Headteacher/class teacher and child.
- (ii) **Or Lunchtimes/Clubs:** Headteacher to arrange for children to be taken home for duration of lunchtimes or not to attend Clubs- in full consultation with parents.

Any serious physical injury e.g. – suspected broken limbs – bleeding – unconsciousness etc.

Ms Storey (or Deputy LVallance) to contact parents immediately following a 999 call for an ambulance.

Perpetrators to be dealt with after the safety and well-being of the injured child prioritised above all else. Exclusion may be the end result after a full investigation which the head will undertake, with full involvement of parents.

Code of Behaviour in the Playground to be agreed and shared with children.

- All children must be collected from the playground at home time.
- Any child walking home alone – must have a signed letter from a parent on file in the office.
- Designated 'Leaders' are supervised to collect and tidy away equipment.
- Children inform an adult if going to the toilet.

Appendix F

St Day and Carharrack Primary School Primary School Anti Bullying Statement

“Let no one or no circumstance render you less than you are or less than you know you have the capacity to be” Gus John speaking about the Windrush experience.

The aims of this statement are to:

- ✓ Define the term “bullying”.
- ✓ Prevent bullying happening in our school.
- ✓ Enable us to support those who are the victims of bullying.
- ✓ Enable us to support the “aggressors” in bullying incidents and prevent them from behaving in this way again.
- ✓ Enable us to report and record instances of bullying.
- ✓ Enable us to explore the possible reasons for people being exhibiting behaviour associated with bullying.

We hope to realise these aims by:

- ✓ Investigating every allegation of “bullying” and referring incidents to the Headteacher.
- ✓ Supporting the victims by listening carefully, reassuring and suggesting strategies that we hope will enable them to overcome the negative feelings associated with bullying.
- ✓ Discussing with the “aggressor/s” the reasons for their actions and striving to get them to understand the feelings and hurt they may have caused.
- ✓ Not labelling children as “bullies” but by managing the various behaviours associated with bullying.
- ✓ Disciplining the “aggressors/s” in line with the procedures set out in our “Positive Behaviour Policy for Teaching and Learning”.
- ✓ Helping all children to use successful behavioural strategies to channel their feelings.
- ✓ Developing children’s understanding of “right and wrong” through Circle Time, assemblies, the curriculum, stories, drama, discussions, leading games in the playground, modelling appropriate responses etc.
- ✓ Developing children’s self esteem and feelings of value Encouraging children to report incidents that concern them to members of staff.
- ✓ Involving parents and carers appropriately.
- ✓ Informing Governors of serious incidents classified as bullying.
- ✓ Becoming a Trauma Informed School (TIS) in 2018 – we will have 4 trained members of staff and roll out training for the whole school community.

Definitions

- ✓ Bullying can occur in every school and in every institution.
- ✓ Bullying is intimidation.
- ✓ Bullying is based on the abuse of power.
- ✓ Bullying is a wilful desire to hurt or threaten another person.
- ✓ Bullying can be carried out by individuals or by groups.
- ✓ Bullying can be repeated often over a period of time.
- ✓ Bullying can involve physical or verbal abuse, name calling, malicious gossip, damaging or stealing property, coercing people into actions against their will and ostracism (leaving a person out or isolating them).

- ✓ When bullying is happening, “it is difficult for those being bullied to defend themselves” (DfE)
- ✓ Bullying is often characterised by the silent consent of victims and onlookers.

Why does bullying happen?

Research has shown that bullying occurs for a variety of reasons, often associated with very strong emotions. These can include hatred, envy, jealousy, revenge and frustration. Very often the “aggressors” do not understand the consequences of their actions, or the feelings their actions create. People sometimes “bully” others because they do not know it is wrong, or because they are copying the behaviour of other people they admire, or because they have not learned other, better ways of mixing with other people, or because other people encourage them to bully, or because they are going through a difficult time themselves and they are acting out aggressive feelings.

The role of staff

We take all allegations of bullying seriously and follow the procedures set out in this statement and in our Behaviour Policy.

St Day and Carharrack Primary School staff:

- ✓ Are vigilant deal with allegations of bullying as a priority.
- ✓ Strive to respond to allegations of bullying immediately.
- ✓ Speak to people involved in the incident separately to ascertain details, then if appropriate speak to all parties together.
- ✓ Discuss with all those involved the feelings and implications of bullying, and try to get all parties to understand why bullying is unacceptable.
- ✓ Help children to deal with issues related to bullying through discussion, Circle Time, games, role play, stories, through the taught curriculum and through assemblies.
- ✓ Support and show we care about all children, including those who have been involved in behaviour associated with bullying.
- ✓ Inform other adults in the school about incidents involving bullying types of behaviour.
- ✓ Praise victims of bullying for speaking about the situation and reassure them that the matter will be dealt with sensitively and seriously.
- ✓ Speak with members of the school about the possibility of arranging a meeting with the parents of those involved.
- ✓ Discuss ways of solving the problems or differences and issues related to the bullying to strive to prevent any re-occurrence of the situation.
- ✓ Monitor the situation and where appropriate keep relevant parties informed of developments either verbally or by letter.
- ✓ Serious incidents are shared with Governors through the termly Headteacher’s Report.

The role of Parents and Carers

Bullying of any kind is an extremely serious problem, and to be dealt with effectively requires the commitment, support and trust of all those involved to work together to investigate and find possible solutions.

If parents and carers think their child is or has been bullied they should:

- ✓ Calmly talk with their child about their experiences.
- ✓ Make a note of what the child says. (What happened, who was involved, where it happened, how often it happened, who else was there etc)
- ✓ Reassure their child that they have done nothing wrong and praise them for talking about the experiences they have had.

- ✓ Explain to the child that they should speak to an adult at school immediately if any more incidents occur.
- ✓ Make an appointment to speak with someone at school to discuss the situation and to work out how we can all best support the child.

If parents and carers become aware that their child is bullying another child they should:

- ✓ Calmly talk to their child and explain that what they are doing is unacceptable and makes other people extremely unhappy.
- ✓ Make an appointment to see someone at school to discuss the situation, to explain any problems the child may be experiencing which are causing the behaviour, and to strive to work out how the child can be best supported so that together we can resolve the situation and prevent the bullying type behaviour re-occurring.
- ✓ Explain and show the child appropriate ways of playing and mixing with other children without displaying the types of behaviour classified as bullying.
- ✓ Regularly check with the child and school to discuss how things are going.
- ✓ Give the child lots of praise and encouragement when they are cooperative and kind to other people.
- ✓ Discuss the situation with other family members to ensure that everyone is aware of the situation and the impact of using aggression or force or other abuses of power to get what they want.

When talking with people from school about bullying type behaviour, we ask parents and carers to:

- ✓ Try and stay calm.
- ✓ Bear in mind that the staff may have no idea that the child is being bullied or may have heard conflicting accounts of the situation.
- ✓ Be as specific as possible about what the child has said has happened, giving dates, places times and names of other people involved.
- ✓ Be assured that the staff at St Day and Carharrack Primary School take such incidents extremely seriously and will work hard to resolve the issues.

If you are concerned about your child being involved in bullying type situations, either as the victim or aggressor, please speak to the Headteacher about a range of publications, web sites and organisations who can support with this very difficult issue.