



'Leap into a pool of learning'

Sennen School Behaviour and Anti-Bullying Policy

Adopted: Spring 2019

To be reviewed: Spring 2021

Signed by.....(Chair of governing body)

Date:.....

Signed by.....(head teacher)

Date:.....

BEHAVIOUR POLICY

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As children within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to: -

- i. Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- ii. plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption.

This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;

- iii. be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson;
- iv. continually observe or 'scan' the behaviour of the class;
- v. be aware of, and control their own behaviour, including stance and tone of voice;
- vi. model the standards of courtesy that they expect from pupils;
- vii. emphasise the positive, including praise for good behaviour as well as good work.
- viii. make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- ix. make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;

- x. make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment; and
- xi. analyse their own classroom management performance and learn from it. This is probably the most important message of all.

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline of its pupils and must ensure that continuity exists between all personnel within the establishment.

Where continuity exists so does security. All children in school need to know the rules of the school and indeed to have played a part in creating them.

Ownership will bring about satisfaction and will be seen to reflect fair play by the children and by their parents/guardians.

In focusing on behaviour and discipline it is important that parental co-operation and support are there within the school in order that the school can move progressively forwards.

Creating the right climate within the school - a philosophy:

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at Sennen School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well mannered and respectful way. Of course, this is not a one way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

Children, parents and guardians should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.

Good manners cost nothing and children, and grown-ups alike, should use them within the contexts of this school at all time.

Creating the right climate practical strategies:

1. Children should be greeted each morning in their classrooms with a welcoming enthusiasm. Early work should be prepared to intrigue and challenge children.
2. Movement from the playground to the school should be done in an orderly manner and at all times should be done calmly. Walking should be encouraged to avoid accidents and to create an atmosphere conducive to learning, lessons should begin promptly
3. As children leave the classroom to enter Collective Worship, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point
4. Play times and dinner times should be calm. Children should be encouraged to play and not to fight or bully others. Playtime buddies and house captains also support in the promotion of positive behaviour on the playground; they select playtime stars and organize games for the younger children.
5. At the end of the school day all children should be escorted safely and in a calm manner off the premises, ending the day with the right tone. Teachers and Senior Leaders ensure all the pupils leave school safely, especially our most vulnerable pupils.

The Head teacher and Senior Management at all times should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to support and reinforce outstanding behaviour:

- * Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.
- * By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- * It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- * Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- * Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well these children are filling their buckets with sand".
- * Exchange an unacceptable behaviour for a more acceptable activity, e.g. by

turning out of seat behaviour into the child purposefully going to get something for someone else, e.g. instead of telling a child off for wandering around, praise him for going to get something for another child.

- * Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- * The use of the Thrive approach will be promoted and encouraged by all staff when dealing with behavior. They should as far as possible use the vital relationship functions of: attunement, validation, containment, soothing and regulation.

Reporting behaviour and monitoring impact:

It is the all the staff's responsibility to report incidents that warrant a record on the behaviour incident log the school office.

Any logging of behavior should be reported to the headteacher (Mr Roynon) or in his absence (Mrs Garbutt). It is then their role to monitor on-going interventions and support, observe patterns and act appropriately. This can involve parents where it is felt that the behavior is on-going and concerns for the child involved continue. Any reported incidents of bullying are to be logged using 'Bullying Incident Report Form', available in the office. All parents will then be informed and invited to a meeting to discuss their child's involvement and next steps.

Bullying behaviours

The Anti-Bullying Alliance defines bullying as: "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying behaviours will not be tolerated at Sennen School. All incidents will be dealt with promptly and thoroughly. It is important to establish, as well as possible, the facts behind any accusations and staff will make every effort to speak to all pupils concerned. We will always try to reach a conclusion that is satisfactory for all concerned but the important outcome is for relationships to be improved and any bullying behaviours to be changed.

Consequences / Concerns

It is important to recognise that children appreciate the containment of clear expectations and clear consequences if those expectations are not met. Therefore the following sanctions would be used when children are not able to meet expectations of good behaviour. Whilst recognising the need for equity, the following will be applied on an individual basis.

In the result of a child not being able to meet an adult's expectations the following will be used as consequences:

1. Discussion with the pupil to explain reasoning and a warning if appropriate {teacher notes name}.
2. Remove from group or class if poor behaviour continues and is affecting others in group.
3. Loss of playtime
4. Headteacher discussion with pupil.

5. Parent informed
6. Removal of privileges (e.g. representing the school or a role of responsibility)
7. Daily report used to change pupil's behaviour for a period of no longer than 4 weeks

Temporary and Permanent Exclusion

Staff will make every effort to help those children who have difficulties with their behaviour.

Pupils who commit serious actions of poor behaviour or display continued general poor behaviour may be excluded for a fixed time at the discretion of the headteacher. This would usually happen after all other measures to manage and improve a child's behavior had been exhausted. The parents would be informed; the action would be put in writing and the Chair of Governors and the local authority informed.

Pupils who commit serious actions or poor behaviour or display continued general poor behaviour may be permanently excluded. This would usually follow a period of temporary exclusion and a return to school. The parents would be informed; the action would be put in writing and the Chair of Governors and the local authority informed.

Appeals

Parents have the right to appeal against a decision to permanently exclude their child from the school. A written appeal should be sent to the Chair of Governors within 7 days of the exclusion and the appeal would be presented to the Appeals Committee at the earliest possible date. If the exclusion is up-held then the parents have the right to appeal to the Local Education Authority.