



PORTREATH SCHOOL Behaviour Policy

This policy was reviewed and updated on 16.1.19

This Policy will then need reviewing in 2020

Rationale

All children have an entitlement to feel safe and secure and work in an atmosphere that is calm, positive and conducive to learning.

Our school recognises that all behaviour is a form of communication. We need to address what children are trying to communicate, and support and empower them to communicate in a safe and appropriate way. Our commitment is to create relationships with the children in order to meet their needs. We want everyone to feel safe, listened to and valued. We want to help everyone to communicate in an appropriate way. We want to give everyone the skills and understanding to build happy, healthy and trusting relationships. Our school is committed to educational practices which follow the 'Protect, Relate, Regulate and Reflect model'. For more details please see the Relationship Policy, which sits alongside this policy.

Aims:

- to encourage a calm, purposeful and happy atmosphere at all times.
- to foster positive caring attitudes towards everyone where achievement at all levels is acknowledged and valued.
- to teach children what is expected and encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and learning
- to have a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- to make boundaries of acceptable behaviour throughout the school clear to children, parents, all staff, governors and visitors and to ensure safety.
- to help pupils, staff and parents have a sense of direction and feeling of common purpose.

Expected code of behavior

The school follows three golden rules:

- To show good manners at all times
- To care for, and respect, everyone and everything
- To follow instructions with thought and care

These are displayed in the main entrance and in each class.

Children's responsibilities:

- to understand the need for a calm and ordered environment.
- to listen carefully, work to the best of their abilities and allow others to do the same.
- to treat others fairly and with respect.
- to follow the instructions of the school staff and other adults working in the school.
- to cooperate with other children and adults

Staff responsibilities:

- to teach children the behaviours expected in the classroom, school building and playground.
- to treat children fairly and with respect.
- to raise children's self esteem and develop their full potential.
- to provide a challenging, interesting and relevant curriculum.
- to create a safe and stimulating environment.
- to be a good role model.
- to form good relationships with parents so that all children can see that the key adults in their lives share a common goal.
- to be aware of and meet individual needs and ensure that these are addressed in line with our inclusion, race equality and anti-bullying policies.

Parents' responsibilities:

- to make children aware of appropriate behaviour in all situations and support the school in implementing this policy.
- 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 support the school rules and expectations.

What do we do to encourage good behaviour?

We make our expectations of good behaviour clear.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

We praise good behaviour both publicly and privately.

We deliver Circle Times and PSHE to reinforce good behaviour and help children's behavioural and emotional development.

Good behaviour will be rewarded but if inappropriate behaviour occurs a teacher will follow the school's agreed sanctions.

Rewards for good behaviour

For most of the time children behave in completely desirable ways. This behaviour is positively rewarded and care is taken to distribute rewards fairly.

Whole school rewards

Verbal praise

Raffle tickets

Kindness Leaves

Stickers for good behaviour, helpfulness, etc.

Certificates given out in our Friday celebration assembly

Award of a special responsibility

Communication with parent, either verbal or written

Sent to the Head or another member of staff with relevant work for praise etc.

Rewards systems individual to each class

Class rewards

Each class teacher decides on systems to encourage/reward good behaviour in their class

e.g. Tally jar/chart – whole class reward e.g. 10 minutes extra playtime etc.

Teacher sets the limit and offers a reward e.g. 30 children = 30 marbles in the jar.

Stages of sanctions

When a child does not follow our positive discipline policy the sanctions as detailed below should be applied. These sanctions should not be seen as punishments but rather an opportunity to reflect. We want the discussions around behaviour to promote enquiry, reflection, resolution and interactive repair.

1. A verbal reminder is given –and, if it is thought necessary, a discussion with the teacher will take place after the lesson.
2. A second reminder is given and the child's name is noted down (but not on public display e.g. the board) as a reminder to the teacher.
3. If the child is spoken to a third time a tick is put against the child's name.
The child will miss 5 minutes of playtime
4. If the child is spoken to again a second tick is put against the child's name.
The child will miss 10 minutes of play
5. If the child continues to behave inappropriately or needs time to calm down or needs to be removed from the situation s/he may be asked to work in another class for a period of no more than 30 minutes (if this happens, the receiving teacher needs to be spoken to or the child sent with a note)

Although this system is usually followed, in exceptional circumstances steps might be missed out and it depends on the context and child. It is about staff making a

professional judgement based on the child and situation. Sometimes a warning may be given to a group/class as a whole and this was made explicit to the children. In EYFS time out often needs to be immediate, so the child will have time out straight away rather than waiting for playtime. An adult will talk through why time out has been given and what the appropriate behaviour should look like.

If children waste time in lessons they may be required to complete work in their own time or be given time to reflect on their behaviour under the supervision of their class teacher.

At lunchtime and playtime children may be asked to stand by wall to have time out to reflect. Adults use language such as, "I can see that you need some time to reflect and some space so stand by the wall to have some thinking time" Some children might find having time to reflect inside away from other children more helpful.

Staff are expected to discuss a child's behaviour with them. However, this needs to be at a time when the child is calm and able to. The staff member discusses why the child behaved as they did, the impact of the behaviour and a way forward. If there has been an incident between children, once the children involved are calm, a conversation takes place where everyone gets to express their feelings and have them validated, then talk about what has happened and then actions and next steps that are required are discussed. Staff follow the following steps:

How we deal with incidents:

1. Stop the incident
 2. Listen to and validate everyone's feelings
 3. Calm and soothe
- If everyone is calm:
4. Discuss what happened and why
 5. Discuss what will happen next

If not calm, come back to do 4 and 5 when they are.

If it is thought necessary parents will be informed if their child has been sent to another class.

If a child is sent to another class more than once in a week, or is verbally abusive or aggressive the Headteacher is informed. The Headteacher/teachers will speak to parents to ask for their support with their child's behaviour in school

When a child is referred to the Headteacher appropriate action will take place e.g

Recorded in behaviour log

Ways to support the child are considered

Consultation with parents and outside agencies.

A system will be set up to monitor an individual's behaviour

The child will be removed from the classroom or an activity if necessary, particularly if there are concerns over Health and Safety.

Internal exclusion, and formal exclusion from lunchtime break, will be considered by the Headteacher when appropriate.

School governors may be consulted.

Use of reasonable force

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Use of seclusion

In this school we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents *significant* risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.

Exclusion

In extreme cases Portreath School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

Monitoring and reviewing the policy

The success of the policy will be constantly reviewed by the staff. It will be reviewed by the children through circle times and by the school council and will be published on the school website.