



## PORTREATH SCHOOL Behaviour Policy

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This policy was reviewed and updated on 8.9.21

This Policy will then need reviewing in 2023

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### 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 corridor 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 Hearts

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.

### **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, this might include:

A record in the behaviour log

Ways to support the child are considered (this might also include a behavior plan)

Consultation with parents and outside agencies.

A system being set up to monitor an individual's behaviour

The child being 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.

### **Use of reasonable force**

Members of staff may need to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain a safe environment for everyone. 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'.

### **Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour**

At Portreath School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh" or "part of growing up". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be sanctioned in line with this policy and under guidance from

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

### **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.

### **Appendix 1**

### **Sexual Violence, Online Sexual Abuse and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable at Portreath School. As set out in Part one of KCSIE, all staff at Portreath School who work with children are advised to maintain an attitude of 'it could happen here'.

At Portreath School we recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We recognise that children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. As a school we recognise that it is essential that all victims are reassured that they are taken seriously and will be supported and kept safe. We recognise it is essential that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. As with all safeguarding concerns, appropriate action must be taken in accordance with our child protection policy.

At Portreath School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh" or "part of growing up". The school recognises that dismissing or tolerating behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, risks normalising them. In not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to an unsafe environment with a culture of unacceptable behaviour.

The school recognises that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers (KCSIE). Therefore, any reports of abuse involving children with SEND will be dealt with in close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

When referring to sexual violence in this policy, we do so in the context of child on child sexual violence. For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/14 as described below:  
Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without

consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
  - As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence<sup>20</sup>); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support.

At Portreath School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

### **The role of education in prevention**

At Portreath School we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour

Relationships Education at Portreath School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports. Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

### **Staff Training**

As Portreath school receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.