



# Coverack Primary School

## Behaviour Policy

(including anti-bullying and exclusion information)

Provenance	Date
Governor's ratification	October 2021
Implementation	October 2021

Review Date
October 2022

To be read in conjunction with:	Safeguarding and Child Protection Policy Behaviour Addendum Sept 2020
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The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to promoting the desired behaviour through promoting self-esteem, self-regulation and positive relationships based on mutual respect. Our aim is to ensure equality and fair treatment for all, in accordance with the Equality Act 2010 and in line with the Trust's co-operative Values, by praising and rewarding good behaviour and challenging and disciplining inappropriate and unacceptable behaviour. Reasonable adjustments are always made for pupils with SEND.

### **The purpose of this policy is to:**

- create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best
- promote and develop self-discipline, social awareness and appropriate standards of behaviour
- work together to help children to learn the skills they need to solve problems and to achieve their aims successfully and positively
- provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour

All staff have a high level of pupil expectation in all aspects of work and try to raise the levels of pupils' self-esteem through a broad, balanced and differentiated curriculum which is both interesting and relevant. The teaching of Personal, Social and Emotional skills throughout the school, gives opportunities to reinforce appropriate, acceptable behaviour and discuss issues such as bullying, racism and the consequences of inappropriate, unacceptable behaviour. Every child's experience of school should be free from disruption, violence, discrimination, bullying, peer on peer abuse and any form of harassment.

Coverack School is inclusive of all learners. We believe that high-quality teaching and provision promotes effective learning and good behaviour and our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Staff will engage with children kindly and positively, modelling respect and courtesy at all times. We will promote an atmosphere where children feel able to trust and talk to adults and one another.

We believe that all children have the capacity to learn well, and behave well. We understand that poor behaviour is often the result of a lack of a skill and that children may be trying to solve problems but in an inappropriate manner, causing problems and possibly distress to others. Our aim is always to try to help the child to recognise the problem and to work with them to help them to develop more appropriate behaviours.

### **Teacher Powers**

As detailed in the DfE guidance, the key points includes, a teacher having the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for pupils including teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a pupil's behaviour occurs outside of school.

### **Conduct outside the school gates**

Teachers have the power to discipline pupils for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform

- In some other way identifiable as a pupil at Coverack School

Could have repercussions for the orderly running of the school

- Poses a threat to another pupil or member of public
- Could adversely affect the reputation of the school.

## **Procedures**

The headteacher and staff will apply the following principles when implementing the following whole-school approach to positive behaviour.

- Always treat others as you would like to be treated
- Always look after everything around you
- Always try your best and be proud of your achievements
- Always keep yourself safe wherever you go
- Always be kind and considerate learners
- Always encourage and allow others to learn

Children seen to be following these principles are praised and recognised for doing so whereas, those who do not, are made aware of the consequences from their actions.

At Coverack School we encourage children to treat others as we would wish to be treated within a framework of agreed rights and responsibilities formed through our principles.

We provide support through;

Applying praise and reward consistently throughout school at all levels, rewarding:

- Effort
- Consideration
- Academic achievement
- Sharing
- Caring
- Politeness
- Being responsible

## **Restorative approaches**

At Coverack School, we believe that restorative approaches will make a significant contribution to our whole school approach to promote emotional well-being and mental health.

Our everyday restorative practice techniques will have two components;

### 1) Affective statements

Explaining how the child's behaviour affects others. For example, a teacher may say "When children disrupt the class, I feel sad" or "disrespected" or "disappointed". Hearing this, the child learns how his or her behaviour is affecting others.

### 2) Affective questions

The basis for this technique is asking questions such as "Who do you think this has affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the child or adult has a chance to think about his or her behaviour, make amends and change the behaviour in the future.

The 5 questions we will ask are:

- What happened?
- What did you want to happen?
- How were you feeling?
- Who else do you think has been affected by this?
- How can you make things better?

Staff will:

- Support each other to achieve consistency of approach throughout the school using restorative approaches, including playtimes and lunchtimes.
- Communicate and share ways in which to develop and support positive behaviours, identifying rewards across different phases.
- All teachers will take responsibility for the monitoring and planning of behaviour management in their learning environment throughout all parts of the school day.

This will mean:

- Valuing behaviour which allows learners to learn and teachers to facilitate learning
- Talking with children about why some behaviours are unacceptable and helping children to learn from mistakes in a non-confrontational, supportive manner
- Supporting children to resolve problems and to understand reactions, outcomes and consequences to choices and actions
- Teaching new skills
- Providing opportunities for children to act independently to practise and share appropriate behaviours and attitudes
- Giving children a say in the rewards they would like
- Where needed, developing individual behaviour plans with children and their parents

## **SYSTEMS FOR MANAGING BEHAVIOURS**

These systems have been established following discussions with teaching staff, support staff, pupils and parents.

### **Consequences**

- A restorative conversation will take place first before further action is taken (if required)
- Further action may involve the involvement of the Head teacher or a conversation with the parents of the children involved.

### **Individual behaviour plans**

- Identified children will have individual plans.
- These will include behaviour rewards chart that are shared daily with parents.
- These plans will need to include a much shorter time frame for expected good behaviour –children will be asked to identify their reward so it has meaning for them.
- These will be reviewed at least monthly.
- Individual plans shared with parents as well as amongst all staff.

## **At playtime and lunchtime**

The same ethos applies. Lunchtime staff will remind children of the principles and of the expectations of their behaviour.

## **Exclusions**

### **Anti-Bullying & Exclusion Information**

#### **Anti-Bullying Information**

A bully is someone who knowingly and persistently commits unkind acts (either verbal or physical) towards an individual or group.

A victim is the unwilling recipient of these unprovoked acts. The types of unwelcome acts might include:

- Physical harm;
- Threat of physical harm;
- Extortion, demand for money or favours;
- Destroying, damaging or hiding properties;
- Spreading rumours about an individual's reputation or that of his/her family;
- Nasty name calling or teasing;
- Using looks or stance to trigger an offence;
- Inappropriate use of technology;
- Exclusion-deliberately leaving someone out of an activity;
- Manipulation-forcing someone else to carry out any of the above actions.

#### **Dealing with Bullying**

It is important that children know they can talk to someone if they feel they are being bullied. By discussing bullying, children help to develop their own solutions to bullying and suggest ways of telling someone about it. They understand the need to confide in someone they trust. If a child approaches an adult about being bullied, the issue will be taken seriously and the child given the chance to discuss how they feel. The school has a 'zero tolerance' approach to bullying behaviour.

#### **Serious unacceptable behaviour**

"Serious unacceptable behaviour" breaches are not taken lightly. We will not hesitate to act in the best interest of pupil and staff safety within the school.

The stages of sanctions for more serious violent or persistent unacceptable behaviour/incidents are:

- Stage One: Brought to the headteacher who will liaise with parents or to discuss how we can work together to improve the child's behaviour. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the appropriate time out, the headteacher should be sent for. If unavailable, the most senior staff member available should be called. A behaviour contract may be put in place to support the child to make better behaviour choices to change unacceptable behaviour.
- Stage Two: an Individual Behaviour Management Plan [IBMP] is put in place that identifies behaviour triggers, positive support with sanctions being agreed and where necessary a crisis plan established.
- Stage Three: meetings are arranged between school and parents to monitor behaviour on a regular basis with a log kept of all significant events, positive and negative. Any concerns will be raised immediately through an extra meeting.

- Stage Four: If there is no improvement in behaviour after the time restricted support programme has been put in place and a further serious offence occurs, school and home will seek further external advice and support via the Early Help Hub.
- Stage Five: in the event of repeated threatening violence or actual physical violence towards another child or adult then a fixed term exclusion will be considered for up to a day at a time.
- Stage Six: where all sanctions are repeatedly ignored, the school reserves the right to permanently exclude a child.

These sanctions will only come into operation should the regular systems fail to be successful for an individual.

## **Exclusions**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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.

Please see the Trust's Exclusion Policy for more details.

## **Challenging Behaviour**

We acknowledge that a small minority of children may for whatever reason lack the maturity or self-regulation to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, an EHCP. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

## **When can a child be sent off-site for education?**

Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour. In this situation, the governing body must:

ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;

advise the Local Authority, where the child has a Statement of SEN or EHCP;

regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

The governing body should have a plan for reintegrating a child into mainstream education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

This policy is meant to help all members of staff have clarity when dealing with good or bad behaviour and aims to help maintain high standards of good behaviour throughout the school.