



# Cusgarne Primary School

## Positive Behaviour Policy

Updated

Jan 2023

## **Cusgarne Primary School – Positive Behaviour Policy**

### **Intent**

At Cusgarne School we believe in promoting good behaviour, and in order to achieve high standards, we aim to promote a positive atmosphere conducive to effective teaching and learning.

We recognise that everybody has the right and responsibility to show and to receive respect. Staff lead by setting a good example.

Our school ethos is promoted through the Seven Cs which are displayed around the school. These values are celebrated each week in assembly, commented on by teachers and reflected in the values we all promote, in daily routines and as part of our curriculum.

**Creativity**  
**Community**  
**Commitment**  
**Consideration**  
**Care**  
**Courtesy**  
**Curiosity**

Please also see the school Value statement (appendix) which is displayed around the school and on the website.

### **Rationale**

- To show tolerance and respect towards others.
- To foster and develop an attitude of pride in themselves and their school.
- To promote honesty, trust and fairness.
- To encourage a respect for the school environment and others' personal property.
- To recognise and celebrate the achievements of others.
- To develop self-discipline, motivation and self-confidence.
- To develop independence and resilience.

With the distinct aim of developing character in all our children, which is not just school based but remain life-long.

## **Implementation**

### **Recognition Of Achievement And Good Behaviour**

Recognition of achievement will take the form of written, verbal and/or public acknowledgement by any member of staff at school. To promote interest and motivation, these are reviewed and changed at regular intervals.

The first and essential acknowledgement of positive behaviour will always be meaningful verbal praise.

To reinforce this throughout the school, all adults working in school can award stickers and Team Points. A note of achievement will be recorded in the class Behaviour Journal under celebrations. A child can earn team points when behaviour is positive for that child, creating an equal chance for all. Team points are also awarded for effort and high achievement and a positive attitude to school activities. Team points are added to the team score weekly, at a whole school assembly. At the end of each half-term the winning team receives an extra playtime.

Individual members of staff have a variety of stickers/stamps/smiley faces which they may choose to give.

The Head of School and staff show appreciation of good behaviour and academic achievement in assembly, and HoS has head teacher stickers to celebrate, and recognise behaviour, effort and achievement.

Out of school achievements are celebrated and shared in classes and assemblies.

### **Promoting Positive Behaviour**

The 5 school rules are displayed in prominent positions around the school.

- Follow adult instructions.
- Keep hands, feet and unkind words to ourselves.
- Use appropriate language at all times.
- Walk within the school building.
- Respect others and their property.

Classroom rules are agreed within each class at the beginning of the academic year and displayed in individual classrooms.

Positive behaviour is promoted through all aspects of the curriculum. Specific teaching takes place in assemblies, RE, PHSE, circle time and through the social

skills our community promotes and learns.

The Seven Cs - posters are displayed throughout the school.

There are notices reminding children of the behaviour expected in corridors and around the building.

Year 5/6 children are given roles of responsibility as school ambassadors and as a buddy to a child in the EYFS.

Behaviour is monitored and reflected upon by all staff, Hub Councillors and through Trust monitoring that happens each term.

### **Code Of Behaviour In The Playground**

All children must be collected from the playground at home time.

The staff on duty decide upon when the grassed area is to be used at playtimes.

A toy or piece of equipment which goes out of the school grounds must be retrieved by an adult.

Children must walk on the steps and slopes when entering and leaving the building. On the bell, children must stand silently and are then told to walk to their line.

Each class has the opportunity to play with the outdoor toys at different times during the week.

All year groups have football time on a rota throughout the week.

### **Sanctions**

Any transgressions are recorded in the child's notes in the class Behaviour Journal – with the child present, and this will include A,B,C – the Antecedent, the Behaviour and the Consequence with a short explanation of these.

The steps we follow –

1 - Intervene, discuss, and give the child the chance to make a better choice.

2- Verbal warning - it will be put into the behaviour journal if the attitude/behaviour continues

3 – Time out -1minute, 3 minute, 5 minute loss of play and incident is recorded in the class journal and moved away from the situation until ready to re-join the group.

4 - Refer to class teacher

5- Refer to Head for further investigation

Outbursts of inappropriate and violent behaviour results in an immediate 4<sup>th</sup> sanction and parents/carers will be notified and sanctions applied by providing time and space in which the child can reflect upon his/her actions. Until the parent/carer arrives, the child will be placed in the care of an adult and removed from the situation. After school or the following day, a consultation meeting will be arranged with the Class teacher/HoS, and the parents and the child where appropriate.

Warnings are not carried over to the next day, however consistently poor behaviour may result in a daily/weekly behaviour plan being written and put in place in conjunction with the child and parent, as a supportive personalised intervention, and managed by the class teacher.

## **Bullying**

Bullying can be defined as deliberately hurtful behaviour, repeated often over a period of time and directed towards those unable to defend themselves. It can take the form of: -

- **Physical**      Hitting, kicking, taking belongings.
- **Verbal**        Name – calling, insulting, racist remarks.
- **Indirect**      Spreading unpleasant stories, excluding somebody from social groups.
- **On-line**        including all forms of electronic communication.

All such behaviour is unacceptable and is not tolerated.

Minor incidents are dealt with by the pupil's teacher and recorded in the class Behaviour Journal and child's notes. More serious incidents are referred to the HoS.

Antibullying themes are incorporated into the curriculum and dealt with during assemblies, PHSE, circle time, visiting speakers and agencies and in other curriculum areas.

We follow the Aspire Academy Trust Anti-Bullying Policy Dec 2019.

## **Additional Measures**

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements or items that should be deemed unsafe for school

- Statutory powers to discipline pupils who behave badly on the way to and from school, bringing it into disrepute
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty to make provision to tackle all forms of bullying
- There will be a zero tolerance of any form of serious assault on pupils or staff

The Head of School, and the Hub Council of the School have a duty of care to all pupils and staff, and this Behavior Policy takes appropriate account of the health and safety of all children and adults in the school.

New routines and expectations will be a focus of learning. The learning will plan to include and communicate these new messages and some pupils will require visual supports to help them understand, and there are posters around school to support these reminders. These expectations will be part of daily reminders, several times daily.

### **Child on Child Abuse**

Child-on-child abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional, or financial abuse or coercive control exercised between young people. It includes bullying, cyberbullying, sexual violence, harassment, and sexting. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is the young person) and the victim. Behaviour may be intimate or non-intimate.

DEFINITION: Young people can abuse other young people. This is generally referred to as child-on-child abuse and it can happen both inside and outside of school or college and online. Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,

and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Keeping Children Safe in Education, 2022

**SPOTTING THE SIGNS AND SYMPTOMS:**

- absence from setting or disengagement from setting activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self-esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

**VULNERABLE GROUPS:**

- abuse can happen to anyone at any age. Both boys and girls can be victims.
- black and minority ethnic young people often under identified as victims and over-identified as perpetrators.
- young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable.
- young people in care and those who have experienced loss of a parent, sibling or friend through bereavement.
- young people with SEND are three times more likely to be abused than their peers.
- young people who have been abused or have abused their peers. Abusers can be younger than their victims.

It is therefore important to look at interlinking factors and not isolated incidents.

Racial and sexual harassment are totally unacceptable and any such instances are acted upon by the pupil's teacher and updated in the class Behaviour Journal in the child's notes and parents informed. More serious incidents are referred to the HoS.

## **Attendance**

We monitor attendance weekly and every half term and reports are generated every week and shared with class teachers and HoS that allows us to monitor and take steps where necessary. HoS and admin meet with EWO termly and liaise with Cornwall point of contact where necessary about attendance issues and concerns. Where a problem occurs, we work in partnership with the parents and the Education Welfare Officer (Tracy McLennan), a strategy will be devised in order to avoid any re-occurrence. We follow the Aspire Academy Trust Attendance Policy.

## **Physical Restraint**

Our policy on physical intervention/positive handling by staff is set out separately. It complies with Aspire Academy Trust guidance, 'The Use of Physical Restraint (Positive Handling) in Schools' (revised March 2004). The policy States that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person. Our approach is focused on de-escalation to prevent or defuse the situation.

Such events will be recorded and signed by a witness. Staff who are likely to

need to use physical intervention will receive appropriate training.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any staff member or pupil and it helps to promote equality at this school.

## **Exclusion**

Exclusion from a lesson, class activity or in extreme circumstances, and as a last resort, where we have tried a range of other strategies before this decision is taken. These decisions must always be focussed in the best interest of the child. Detailed behaviour notes will be recorded on Arbor of incidents prior to the decision being made and 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. Cusgarne Primary School will adhere to the guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Sept 2017. See referenced documents below.

The following list, although not definitive, outlines reasons that may incur exclusion:

- Physical assault against pupil or adult
- Verbal abuse / threatening behaviour against pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage – which included damage to school or personal property belonging to any member of the school community; vandalism; arson and graffiti
- Theft



- Persistent disruptive behaviour: challenging behaviour, disobedience and/or persistent violation of school rules

### **Fixed-term and permanent exclusions**

Only the Head of School has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently.

Before taking such a step they will have taken advice from the Aspire inclusion team, the Education Welfare Service, County Psychological Service or the school medical officer and any other relevant professionals. If the Head of School excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.

The Head of School informs the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School.

A child may be excluded from school by the Head of School for a number of reasons, and for anything from a half-day to permanently.

Cusgarne Primary School will adhere to the guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Sept 2017' which relates to:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Section 89 of The Education and Inspections Act 2006 and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

### **Fixed Term Exclusions**

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.

- Constant disruption to the education of other children.
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and willful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

### **Permanent Exclusion**

Permanent exclusion will 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.

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour
- Threatened or actual physical assaults
- Sexual abuse
- Supplying illegal drugs or carrying an offensive weapon

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.



## Appendix to the Positive Behaviour Policy

Recognise each incident is specific and individual.

The following process may need adapting according to the individuals available and the child involved.

Should a child suddenly present adverse negative behaviour, such as running away, hiding in corners or under tables the following strategy should be used:

- Ensure the safety of all concerned
- Send for extra support from another teacher/HoS via a TA/pupil or volunteer. The class teacher should not leave the situation or their class.
- As soon as support arrives the class teacher should remove the rest of the pupils and engage them in a different activity either in the hall, the playground or another classroom.
- Two staff would be left to deal with the vulnerable child (e.g. 1x teacher or HoS and 1 x TA). Only one person should engage in a brief conversation, using and applying calming measures. Sufficient time for the child to calm and be able to listen to what is said should be allowed. Ensure the instructions are simple and easily understood. Tell the child that when they are ready to 'come from wherever' that you will talk and help the child sort out the problem.
- Use practices from our TIS training to help the child understand their feelings, linked with words describing these feelings, to help them vocalise what they feel.
- As time moves on, and if there is still reluctance to comply, try to enforce a specific consequence for non-compliance of the simple instruction e.g. ring a parent after 2 minutes.
- When the child begins to respond, praise the first steps. Set the next small step until gradually you gain compliance.
- As soon as the child is responsive and situation diffused, send for the class teacher and class in order to get back into normal set up asap.
- Follow up: details of the Antecedent, Behaviour and Consequence needs to be recorded in a note in the Class Behaviour Journal , on the child's record and the parents informed.

# Cusgarne Primary School

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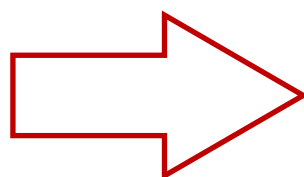
Make the most of every moment

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We have high expectations and foster an environment where everyone is valued.

## Principles:

Creativity  
Community  
Commitment  
Consideration  
Care  
Courtesy  
Curiosity



## We Aim:

- To provide each child with a high standard of education in a caring and supportive family atmosphere
- To address the needs of a growing child, where children are respected and valued as individuals
- To challenge thinking and promote independence that embraces life- long learning skills
- To help each individual child develop positive attitudes to learning and life through building self- confidence, self- esteem and self- discipline – developing their character
- To have strong partnerships with families and communities

## Vision:

To be outstanding in all we do