

Behaviour Improvement Policy 2022- 2023

Porthleven School is part of the Crofty Mat and shares the following principles when promoting excellent behaviour in our school



Philosophy

At Porthleven School we believe

- Successful learning can only take place when a child feels safe and happy.
- There must be clear expectations to acceptable behaviour set within the schools behaviour policy.
- An atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people.
- A school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach of criticism and punishment.

Aims

To establish a school ethos that

- Promotes self discipline
- Encourages respect of self and other regardless of differences
- Ensure children's standard of behaviour is acceptable and does not disrupt the learning of others
- To promote good behaviour within the school and wider community
- Develops a community where confident articulate children understand their own behaviour and the response of other people towards it.

Golden rules

There are three Golden Rules that will be the same throughout the school

- Follow instructions with thought and care
- Care for and respect everyone and everything
- Show good manners at all times

Classes may also publish their own class agreements in addition to the Golden Rules.
Rewards

This will be done through positive reinforcement and the use of, for example

- Stickers
- Discussions with parents
- Class points e.g. marble in a jar
- Pupil of the week
- Postcards home
- Child sent to a member of the SLT for praise.
- House points

This list is by no means exhaustive.

Sanctions

The sanctions are hierarchical and are designed to reinforce the school rules and teach the children how to follow them. All members of staff are able to issue a sanction.

Supply teachers who think that a child or children's behaviour has been unacceptable will bring it to the attention of a member of the SLT who will decide on the sanction.

These are as follows.

Classroom and learning times.

1. Look/visual cue (individualised if necessary)
2. Verbal reminder (no writing on the board)
3. Reset time within the classroom , this is an opportunity to work away from the class but still in the room.
4. Reset time. Away from the class (5- 10 minutes) then repeat look, verbal warning. Time away from the class must be at the agreement of the receiving member of staff (in the first instance staff should ask a member of the SLT and if they are not able to offer support then a teacher colleague). This will be recorded on the google drive. 3 recorded resets in a week pupils see the HT or SLT. (SLT and head to set up a space in their room).
5. Time spent with SLT or HT recorded on google drive. SLT and HT to decide what level of regular intervention is required (work with pastoral team, growth report card , contact with parents.)
6. Crofty flow chart of Trust behaviour strategy followed by SLT. Steps could result in fixed term exclusion and ultimately as a last resort, permanent exclusion.
7. Acceptable forms of sanction may also include the setting of a written task of behaviour expectations or writing to say sorry , loss of privilege, school based community service (such as cleaning a classroom) or regular reporting to a member of the SLT.

Play times and lunchtimes.

1. Warning – verbal (describe observed behaviour and instruct on expected behaviour - Golden Rule and further sanction)
2. Sent to the duty member of Staff in their classroom. This will be recorded on the google drive. This rota is shared with all staff.

If a child is sent to the duty member of staff three or more times in a week the TA or lunchtime supervisor will inform the head teacher or SLT. The SLT will decide on any further sanction with the class teacher.

Supply teachers who think that a child or children's behaviour has been unacceptable will bring it to the attention of a member of the SLT who will decide on the sanction.

Extreme Behaviour

The following incidents are considered severe and will fast track through the normal sanctions.

- Bullying
- Physical abuse of a member of staff
- Physical abuse of a child
- Racial abuse
- Possession of harmful items
- Deliberately breaking or damaging property
- Swearing at a teacher or member of staff

- Stealing
- Open defiance in carrying out a repercussion
- Doing something that constitutes danger to another child
- Telling lies to get others into trouble
- Discriminatory behaviour and language.

This list is not exhaustive.

Off Rolling

Ofsted's definition of 'off-rolling'

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides (without coercion from the school) to home educate their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling." The school's within Crofty Multi Academy Trust follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Positive handling and use of safe touch – the best interest principle

Use of reasonable force

Members of staff may need to use reasonable force to prevent children 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.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that pupils remain safe.

Crofty Schools have an agreed Safe Touch Policy that is standardised across all schools. The key principles are that: Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened angry or sad child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways they have not yet learned how their strongest emotional actions can be contained, channelled and communicated safely. In recognition of this, under agreed supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirm or encourage an anxious child or a child with low self-esteem.

Use of internal reset and transferred inclusion

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 temporary isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example only where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour in School advice for Head teachers and **School Staff, July 2022**'.

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between schools. This means that a child may attend a different school for a period of a few days with the agreement of their parents. Children are always supported by a member of staff from Porthleven.

Managed Move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within the Crofty MAT and can last up to 2 weeks. After this period parents and the school will decide to make this move permanent or return to Porthleven.

Use of Suspension and Exclusion

In extreme cases Porthleven 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 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.

The DfE Statutory Guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion. The school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships.

Challenging Children

Children with significant individual needs will have an Individual Behaviour Plan (IBP) and risk assessment that reflects their needs and supports their management and care, but is also aligned to the school rules and the needs of others in our community.

Strategies to cope with aggressive behaviour will include Team Teach positive handling techniques to be used by qualified members of staff (this aligns with our Use of reasonable force statement above and the school's Physical Intervention policy). As a school we recognise the effect of poor mental health can have on the happiness, self-esteem and overall life of a young person. There are several members of staff who are trained on the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified.

E- Safety

Any e-safety incident /cyber bullying that occurs inside or outside of school will be dealt with in line with our behaviour and anti bullying procedures (see section on Cyber-bullying and harassment in Anti- Bullying Policy)

Safeguarding, Sexual Violence, Online Sexual Abuse and Sexual Harassment

At Porthleven school there is a zero tolerance approach to sexual violence and sexual harassment – it is deemed never acceptable. It will not be tolerated and 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 relating 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 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

SEND

School behaviour policies recognise that some pupils will need a different approach and schools will make provision for this including behaviour support plans and risk assessments. Where appropriate these provision for these pupils will be planned as part of the SEND provision, including referrals to outside agencies where appropriate.

The role of education in prevention

At Porthleven School we recognise that 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 as issues as

- Healthy and respectful relationships
- What respectful behaviour looks like
- Stereotyping and equality
- Body confidence and self-esteem
- Tackling prejudiced behaviour.

Relationship and Social Education at Porthleven School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

Parents

We will encourage parents to support good behaviour through the signing of the Home School Agreement, parents meetings and newsletters. Parents will be required to attend a meeting if their child has reached step 7 on the sanction list or if a behaviour contract is implemented.

Communication and Role of Parents

The Porthleven School Behaviour Policy is available to parents on the school website and will be discussed as part of the child's induction to the school. In addition parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed.

Schools recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes.

Training

All staff and volunteers are provided with training as part of their induction to the school and organisation; this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training.

At the start of each year and whenever the policy is reviewed staff receive an update of agreed approaches.

Monitoring/ Data Collection

Porthleven School has a well established system in place for recording behaviour incidents. The School analyses these to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required.

Schools report on the effectiveness of their Behaviour Policies to Local Governor Committees (LGCs).

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of Trustees.

Crofty Multi Academy Trust

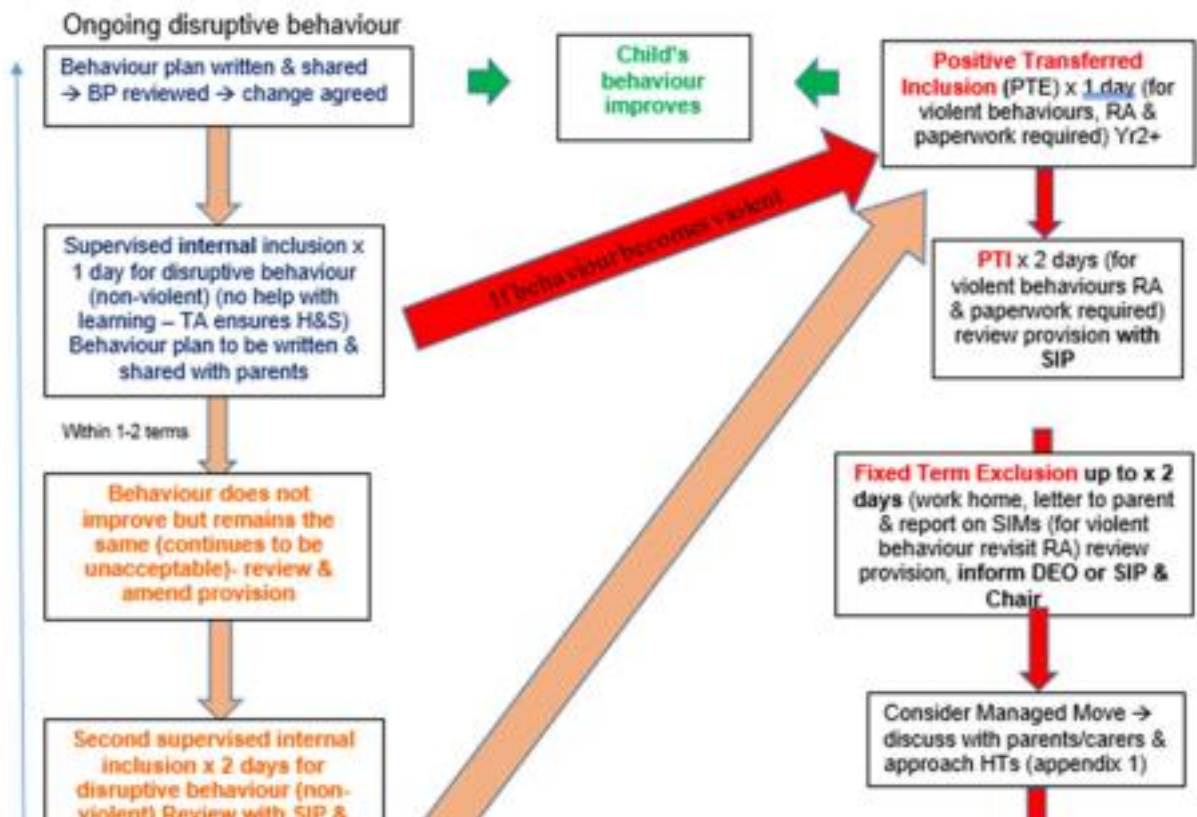
Classroom / Playground	Name of child	Reason for plan	Porthleven School	Date of Risk Assessment		
What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who? Named wherever possible	Action by when?	Risk Findings Low, Medium or High.

Signed _____ Dated _____

Signed _____ Dated _____

You should review your risk assessment if you think it might no longer be valid (eg following an accident in the workplace or if there are any significant changes to hazards, such as new work equipment or work activities)

CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2



amend provision

NB. Positive transferred exclusion is only suitable for Year 2 up. Managed moves are not an option for EHCP → call an interim annual review

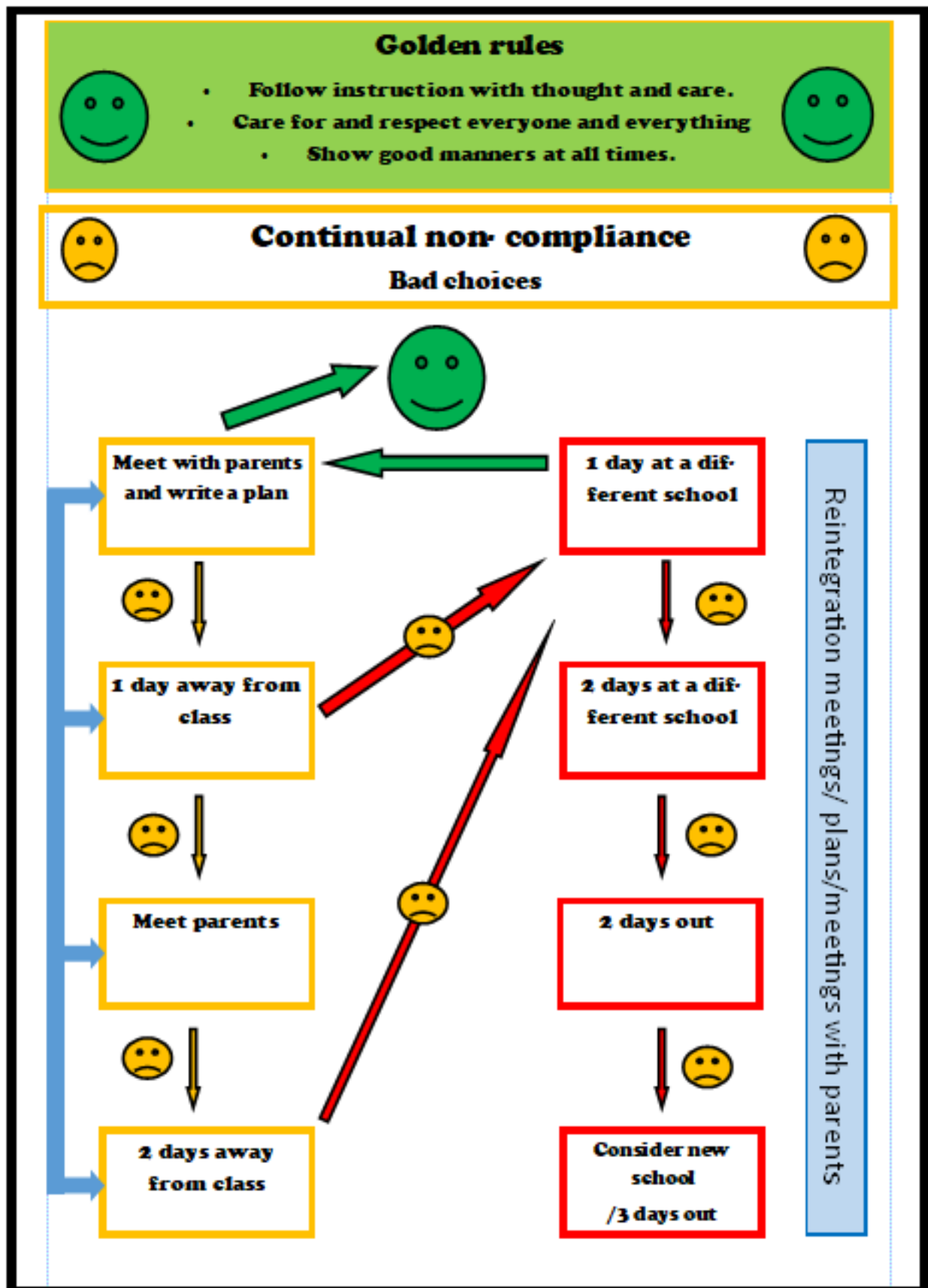
Fixed Term Exclusion x 3 days work home, letter to parent & report on SIMs (for violent behaviour revisit RA) review provision, inform DEO, CEO & Chair

Arrange Managed Move up to 12 week trial

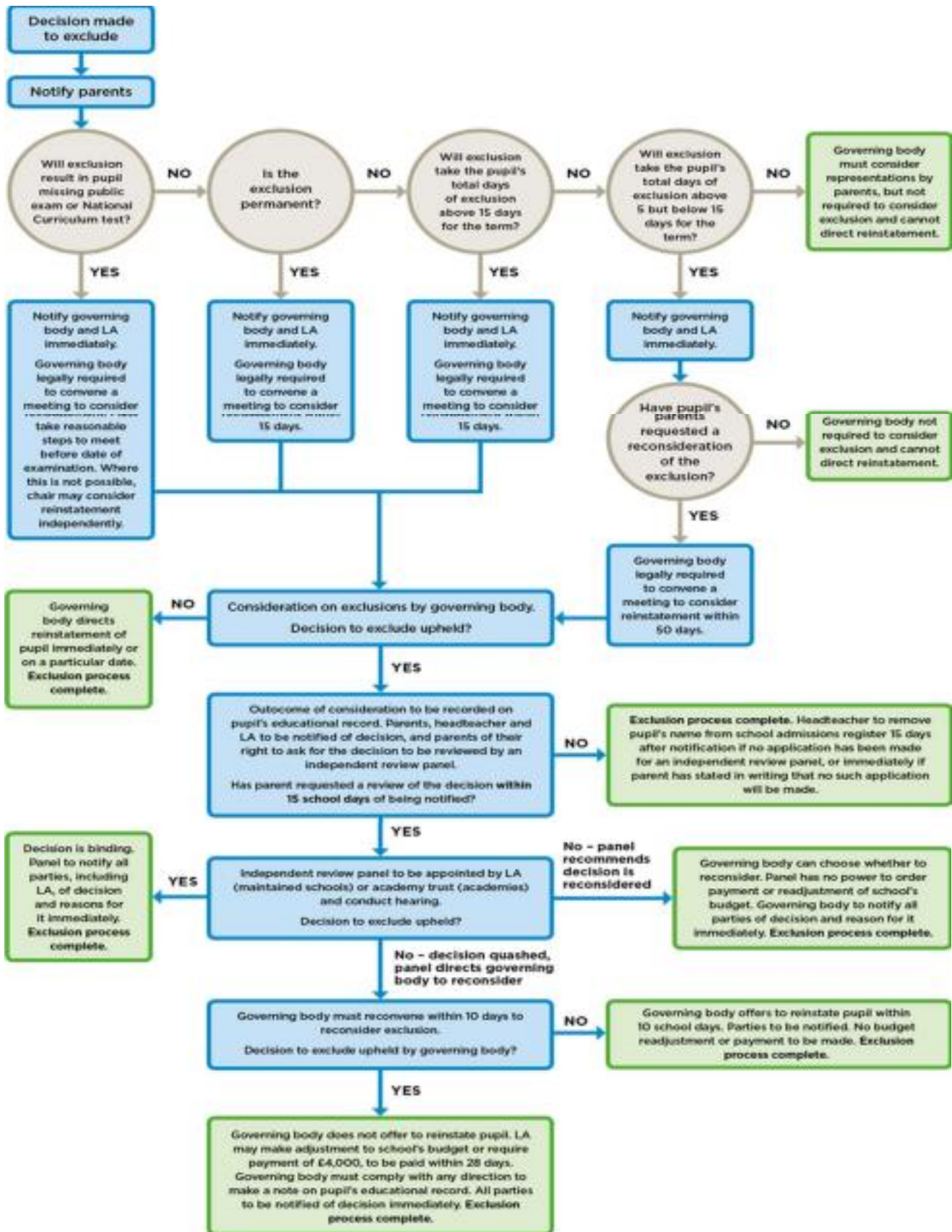
Managed Move fails, child returns to sending school

Consider reduced timetable, mix of alternative provision (report to EWO – complete paperwork, this fails) → **Further FTE, up to 15 days in total and must discuss with DEO**

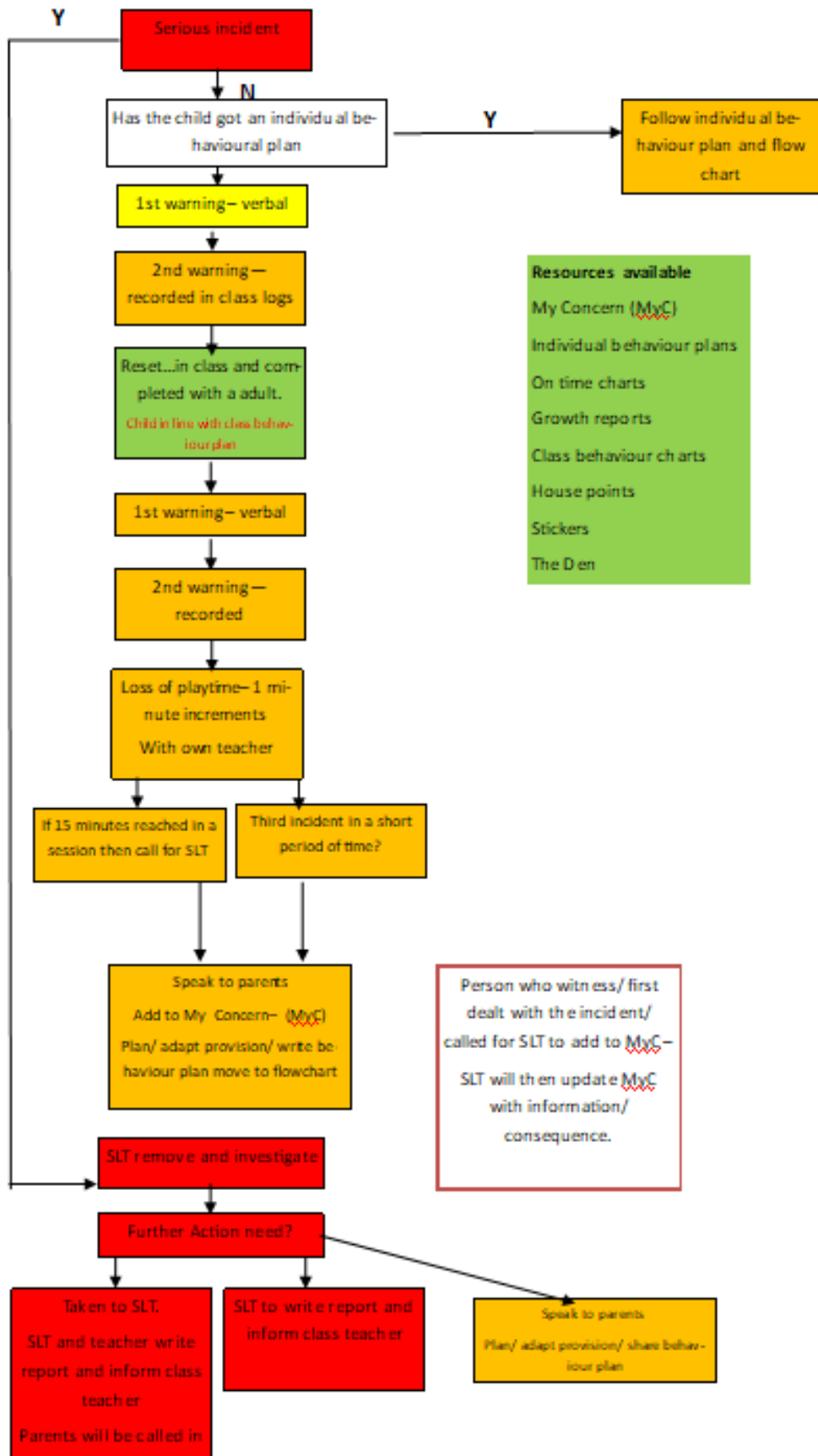
Child friendly flow chart



EXCLUSION FLOWCHART



**Behaviour flow
chart—class**



Child with Individual behaviour needs

