



Kernow Learning
Building Excellent Schools Together

Behaviour Policy

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Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01726 812831 or email charlestown@kernowlearning.co.uk



Positive Behaviour Policy

Our approach to Positive behaviour is based on the 'Golden Rules'.

School rules	Learners will....	Which enables....	Which prevents....
We are gentle	Take responsibility for their own actions.	Children to be focused and make the right choices throughout the school.	Unkind behaviours including physically hurting others.
We are kind and helpful	Be helpful, show empathy, walk around the school, recognise when they have hurt others' feelings.	Children to be polite, contribute to a positive and safe environment and be good citizens of the future.	Upsetting others, swearing and damaging equipment. Spoiling others' enjoyment of coming to school and saying unkind things.
We work hard	Be focused, self-disciplined, try their best, dress smartly in the correct uniform.	Children to have a positive growth mindset and be in the right place at the right time with the right attitude.	Disrupting others in class and progress being slowed.
We look after property	Take care of their own and others' property (including the school's).	Children to be responsible, take pride in themselves and the school, be excellent role models.	Loss or damage of equipment, including damage to the whole school environment.
We listen to others	Show whole body listening, be responsive show positive body language.	Children to understand what they are expected to do and where they are expected to be at any time.	Talking when others are talking and disrupting their own and others' learning time.
We are honest	Tell the truth at all times, including when they have made a wrong choice.	Quick resolutions if and when wrong choices are made.	Children from learning that lies are acceptable, resulting in more complicated investigations if and when wrong choices are made.

We believe that the benefits of good behaviour are that:

Children:

- learn what good behaviour means
- learn to care for others



- feel happy and safe
- learn to be good friends
- develop self-confidence
- do as well as possible in their work

Staff:

- teach effectively with 'good learning behaviours'
- meet the needs of all children
- work positively with Parents/Carers

Parents/Carers:

- feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children irrespective of race, faith, gender or disability learn:

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, faith, disability, race, or culture;
- to develop a feeling of shared responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

The school works to achieve these aims by:

- planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;



- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Charlestown Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom SMSC and Curriculum learning and also at times when inappropriate behaviour has occurred.

The children will be expected to:

- be on time
- ask permission to go to the toilet;
- follow the golden rules;
- when sitting on the carpet, sit sensibly;
- engage in discussions with their talk partner.

In the School

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the school.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the school quietly and calmly so that others are able to concentrate, and so everyone stays safe. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around the school – suggested procedures for large groups:

- Teacher should stand at the front of the line and Teaching Assistant/volunteer at the back;
- Call the group together using a familiar phrase: e.g. 'Look this way please'/'Magnet eyes';
- Give out any instructions and set expectations;



- Make sure all children are settled, jumpers are on the back of their chair and shirts tucked in before setting off;
- Use set points to walk to and wait i.e. corners, doors etc.;
- Encourage a child to hold the door for others to pass through (thank them for this and the child is to respond "you're welcome");
- Walk to the left hand side of the corridors;
- Encourage children to pick up fallen articles of clothing / other items as they pass rather than walk over them (thank /reward them for doing this);
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.;
- Encourage the concept of personal space (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- On entering the Hall, the Teacher should stop at the doors and wait for all children to be silent, at this point they will be led into the Hall in a straight line;
- During Assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff (Lunchtime supervisors - LTS) to behave in a quiet and controlled manner and to remain seated while eating.

In the Playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers, Teaching Assistants LTS or other staff on playground duty at breaktime to supervise the children and monitor behaviour. Any issues are usually dealt with as they occur but the child's class teacher and/or Key Stage Leader may be informed if any behaviour has caused particular concern.

During the lunchtime, the LTS assume responsibility for the children but the class teachers and Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the LTS, with support from their Line Manager, arrange appropriate supervision of, and activities for, the children.

As part of the Positive Behaviour Management Policy, a sanction for breaking the golden rules can include loss of break and/or lunchtime, (usually in 5 minute increments). In this instance, the child will remain with the teacher on duty. Children who are brought in from lunch for not following the golden rules, will also be based with the teacher on duty.



Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Key Stage Leader to discuss ways of supporting the school. Parents/Carers may be alerted to the possibility of their child being supervised by an adult in school, away from their peers for longer periods of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The school's policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- using the positive language of the golden rules;
- providing a well-organised and stimulating classroom and curriculum
- sharing successes verbally with other children and adults;
- sharing successes during class and whole-school assemblies;
- giving Class Dojos, certificates and Headteacher awards to celebrate specific successes;
- arranging special activity times to reward children for behaving well;
- focusing on and praising appropriate behaviour;
- defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; "Walk please" rather than "Don't run"
- making praise specific, e.g. "I'm really pleased you have shared the paints today" to a child who finds co-operation difficult;
- speaking to children quietly and calmly;
- speaking to children courteously, without the use of sarcasm;
- smiling.

Behaviour Management

Behaviour System

The children must be aware of the rewards system that is in place and the consequences, which are used to help them to think about their behaviour and to develop a positive attitude towards learning in the school. The name charts and school rules should be clearly displayed in each classroom.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children;



- Staff award 'Class Dojos' to children for answering questions that 'prove learning' or excellent attitudes towards learning, super choices and fantastic behaviour, all in line with the golden rules;
- Each week we nominate a child from each class to receive the 'Reward/Star of the Week' (Star of the day in EYFS) ;
- Headteacher's awards for good learning/behaviour/attitudes;

The school employs a number of consequences to support the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

Approaches for managing behaviour;

1. We begin by giving the child **'The Look'**;
2. Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child, e.g. by asking the child to move their name on the behaviour/name chart (depending on the age of the class);
3. Identify the child displaying the negative behaviour and give them a reminder of the expectations/school rules;
4. Identify the child and put their initials on the board as a visual reminder to them
5. Ask the child to move their name on the behaviour/name chart
6. Identify and move the child within the class/to another class;
7. Send to the relevant Key Stage Leader or another SLT member (at the next available break in learning) to discuss the unacceptable behaviour.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the LTS or Teaching Assistants; this is then passed on to teaching staff and may lead to the child moving their name on the behaviour/name chart but this is down to the discretion of the class teacher and other Senior Leaders.

At the start of the academic year, the school rules are described, set out and displayed in each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time'.

The school rules – the Golden rules

All our rules are made with safety and consideration for others in mind. All school rules are discussed and agreed with the children then displayed in classrooms.



What the children can expect from staff:

- | | |
|---|--|
| ☐ Fairness with clear expectations | ☐ Consistency |
| ☐ An understanding of each child's individual needs | ☐ Exciting and engaging learning to support all children |
| ☐ Positive role models | ☐ To care |
| ☐ Be approachable | ☐ Confidentiality when appropriate |

The use of high expectations and positive role models is crucial to the children developing into well rounded individuals and will be encouraged at all times. Members of staff will also use the language of the school rules when they are communicating with each other and the children, ensuring that they are excellent role models for the learners of the school.

Parental/Carers' Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process, which begins at home. The school welcomes the interest and close involvement of Parents/Carers and we hope that Parents/Carers will support the school's Positive Behaviour Management Policy. Parents/Carers, and children, are encouraged to sign the Home/School Agreement when joining the school, which is their agreement to support such policies.

Charlestown Primary School has a structured programme, which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through formal Parents/Carers Meetings, which are offered three times per year, in addition to informal meetings which parents or staff can request at any time during the year. We also use opportunities at the end of the day to chat informally with parents or carers.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers, or the Key Stage Leader by appointment, if at all possible. (Please contact the school office to arrange this).

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the school in order to support the child to develop appropriate behaviour. Parents/Carers will also be invited to a meeting with the class teacher following their child receiving an unusually high number of reports about their behaviour. Further similar behaviours following this will lead to a meeting with a Senior Leader.

Children who persistently have difficulties with their behaviour or have diagnosed additional needs, will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.



If a behaviour problem is severe or recurring, impacting on the well-being and/or safety of members of the school community, exclusion procedures may be implemented, following correct procedures.

Other Ways We Recognise Success:

- Dojo points
- Tapestry
- Headteacher's Awards
- Children are sent to share learning with other teachers and/or pupils.
- Learning is displayed in public areas
- Personal Bests displayed in classrooms
- Shout Outs in the Newsletter
- Learning is celebrated on Twitter and Facebook
- Letter of thanks for families with improved attendance
- Verbal/non-verbal praise and encouragement in public and private

Sexual Harassment and Online Sexual Abuse

Charlestown Primary takes all reports of Sexual harassment and online sexual abuse extremely seriously and aims to create an open culture where children are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Charlestown Primary aims to prepare and equip our children for issues and situations related to sexual harassment and online abuse through our curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all children involved, taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. 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.

Sexual harassment could include, but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;



- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images (e.g. up skirting) and videos, inappropriate sexual comments on social media, direct messaging (also known as sexting), exploitation, coercion and threats

Charlestown Primary recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of children involved, particularly if the age gap is significant;
- Development stage of children;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim;
- Ongoing risk.

We will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action. We will apply the full range of sanctions available to any child responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in line with the balance of probabilities principle.

Sanctions may include, but are not limited to:

- Fixed term exclusion;
- Managed move;
- Permanent exclusion;
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases we will work in-line with the safeguarding principles and in conjunction with any other relevant agencies to protect children. Any decisions made will be discussed with all concerned and handled sensitively.

Charlestown Primary will follow the process below when incidents of sexual harassment or sexual abuse are reported.



The Use of Physical Intervention

The use of force to control or restrain pupils is a last resort - and can only be used to prevent a child from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other children, other people or staff.

All incidents of physical intervention must be reported to the Headteacher immediately and logged on MyConcern in accordance with the School's Policy.

Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed annually.



Appendix 1

GREEN BEHAVIOURS	<u>Our Golden Rules:</u> We are gentle We are kind and helpful We will work hard We look after property We listen to others We are honest	Specific praise
	<u>Good Behaviours for Good Learning</u> *Team Learning *Own Learning *On-task learning *Keep Learning *Busy Learning	Class-based rewards e.g. charts, stickers, raffles, prizes etc. 'Behaviour for Learning' stickers Star Award Headteacher Award Sharing learning on newsletters and displays
LEVEL	BEHAVIOURS	CONSEQUENCES
AMBER BEHAVIOURS	Calling out Distracting others Not respecting property e.g. doodling on exercise books Using offensive language Being unkind Leaving seat without permission Not following instructions Running in the corridors Pushing-in in the line Talking in assembly Rudeness to adults Children being inside when they shouldn't be	1. Clear verbal warning 2. If this behaviour persists, lose 5 minutes break time 3. After losing 15 minutes in one session, spend remainder of session with KS Leader or Assistant Headteacher (in class)



LEVEL	BEHAVIOURS	CONSEQUENCES
RED BEHAVIOURS	Physical violence towards an adult Threatening or offensive behaviour Serious violence towards a child Using offensive language persistently Persistently being unkind Deliberate insolence (ignoring direct instructions from an adult) Deliberate vandalism Walking away from an adult Stealing Spitting Persistent refusal Fighting Leaving the classroom without permission Throwing equipment or furniture	<ul style="list-style-type: none"> • If at break or lunchtime, lose the rest of this break and be taken to outside SLT office • Lose break time (in 5 min increments) • Parents informed by class teacher • KS Leader informed • SLT informed at discretion of Phase Leader • SLT to decide on further actions e.g. individual support plan, pupil behaviour report

Fixed-term and Permanent Suspensions

Whilst this policy is consistently applied, we recognise children's individual needs. However, persistent red behaviours may result in either internal, or in extreme cases, suspension or permanent exclusions to maintain the health and safety of all our community. Suspensions and/or Exclusion will be at the discretion of the Headteacher and will be in response to extreme or serious incidents.

Charlestown Primary will follow the following process when incidents of sexual harassment or sexual abuse are reported.



