



## Perranporth C P School

*Revised: Sep 2021*

### Behaviour Policy

#### The school's Ethos and the aim of this policy

Perranporth School provides a happy, safe and secure learning environment for its children and staff. To maintain this environment we expect a climate of mutual respect. Children are supported to develop their own self-discipline.

#### School-Home Partnership

We believe that a positive relationship with each child's home is essential and we know that good communication is the key to this relationship. Parents and the school need to support each other in celebrating good behaviour or in finding ways forward in supporting children to develop self-discipline and mutual respect. These discussions can be part of the 'formal system' of parent consultations or informal arrangements as the need arises.

#### General Principles

- Teachers have a right to teach and children have a right to learn whilst feeling secure at school.
- Rules must be clearly stated and understood. The same is true of the consequences for breaking rules.
- Any system of consequences should be effectively balanced by a system of rewards. Rewards should be awarded for good behaviour as well as for good work or outstanding effort.
- Care must be taken to ensure that rewards are valued by the children.
- To work most effectively there should be a whole school approach as well as age appropriate rewards and sanctions.

#### Diamond Rules

The following **The Diamond Rules** should provide the basis for positive behaviour in our school:

- **Show good manners at all times**
- **Take care of everyone and everything**
- **Follow instructions with thought and care**

More specific rules will be applied to particular times and places as follows:

- In Classrooms - here rules may be formulated through class discussion and arise out of common agreement
- At Assembly
- At Playtime and Lunchtime (field and playground) – *Diamond Playtime and Lunchtime Rules*
- At Lunchtime in the hall - *Diamond Playtime and Lunchtime Rules*
- After School activities – *After School Clubs Code of Conduct*
- Off site visits

**Rules for any particular time or location should not number more than 5 and should be clearly communicated or displayed.**

### **Rewards**

The emphasis should be upon praise. Ideally two children will be praised before any child is given a consequence.

Rewards should be regular and known by the children. Rewards to individuals may include Diamond Tickets, certificates, stickers and notes/texts/e-mails home.

Rewards to the whole class should be agreed through discussion.

It is recognised that positive reinforcement is always preferable in monitoring good classroom behaviour. Children thrive on praise and recognition of their achievement and consequently it is seen as good practice to give rewards such as:

- Positive comments
- Merit stickers
- School Reward Certificates in Celebration Assembly
- Responsibility and special duties
- Involvement of other teachers or the Headteacher to give praise
- Use of other children as audience for good work

### **Diamond Playtime and Lunchtime Rewards**

#### **Diamond Tickets**

- Diamond Tickets will be handed out during playtime and the lunchtime breaks by members of staff.
- At the end of each break, children will hand the tickets to the teachers for collection
- At the end of the week, selected Year 6 pupils will collect all Diamond tickets, total numbers and then place them in the Diamond Box.
- In the Friday Reward Assembly, one ticket will be drawn from the Diamond Box.
- The child who earned that ticket will get to choose either a Prize or a Privilege (examples overleaf)
- The Privilege is to be awarded to the child for the following week
- Class totals will be entered onto the 'Diamonitor Chart' to be shared in assembly as a running record.

- Rewards will be awarded to classes once they have collectively gained 50, 100, 150, 200 , 250 and 300 Tickets
- The rewards are listed below:

Tickets	Reward
50	The class can choose the theme or content of a lesson in the following week on a day chosen by the class teacher. A majority decision by the class will dictate which lesson takes place.
100	The class will receive an extra play time on each day of the following week for 10 minutes during the afternoon. Children can choose to play with some play equipment during this period.
150	The class can spend the majority of an afternoon watching a film The choice of film will be made on a majority basis from a selection approved by the class teacher Pupils will be allowed to bring in films from home for consideration (these must be either a U or PG classification)
200	The class can have the privilege of an 'own clothes' day. The date of this day will be negotiated with the class teacher. Children can decide by majority decision to have a themed own clothes day (pirates and princesses for example)
250	The class can have the privilege of a 'Toy Afternoon'. Children can negotiate with their teacher for a suitable day to bring in toys. The afternoon of the chosen day can be used to play with the toys brought in.
300	The class will be awarded a special prize of a trip to the beach. This will be negotiated with the class teacher to establish the purpose of the visit e.g. beach games, beach art, beach picnic etc.

- The accumulation of tickets lasts throughout a school term – at the beginning of a new term, the Diamonitor Chart is zeroed and the process begins again.

#### Diamond Sanction Cards:

- Red and yellow cards will be issued to pupils who fail to follow the Diamond Rules
- If a child is not following the Diamond Rules they will be given a verbal warning in order to correct their behaviour (see list of potential inappropriate behaviours).
- If a child does not respond appropriately to a verbal warning and inappropriate behaviour persists, they will be issued with a verbal warning and a Yellow Card will be shown. The child will then be asked to spend 10 minutes in the 'Phoenix Room' to consider the incident and how to avoid further problems of this nature.
- If further inappropriate behaviour continues a Red Card will be shown to the child. This will result in the child being asked to go to the 'Phoenix Room' to consider the incident and how to avoid further problems of this nature for a maximum period of two school weeks (10 days). The child will be

spoken with by a member of staff and their behaviour discussed to help support and remedy any issues.

- In serious cases, the issuing of a Red Card will be formally recorded on the School Behaviour System (CPOMS) and the pupil will be sent to the Headteacher or other appropriate senior member of staff. The pupil's parents may be notified in writing or by telephone or in person of the misbehaviour and sanction.
- After the Phoenix Room period has ended, if appropriate/necessary, the child will then be put on report card for two further weeks. During this time they must report to a member of teaching staff after each playtime and lunchtime to have their report card signed to acknowledge good behaviour. Further poor behaviour during this period may result in the instant re-issuing of a red card and further time in the Phoenix Room.
- **It should be noted that some forms of extreme misbehaviour will result in the instant showing of a Red Card without a prior verbal warning or Yellow Card being shown.**

#### **Examples of Misbehaviour that may invoke a Yellow or Red Card:**

- Fighting of any sort (including 'play fighting' or 'rough play')
- Serious assault towards another pupil or member of staff
- Racial and homophobic discrimination/insults
- Persistent teasing, naming calling and bullying
- Aggression or violence towards others
- Vandalism - wilful damage to other's or school property.
- Refusal to carryout instructions
- Disrespectful behaviour

**This is not meant to be an exhaustive list but an indication of the types of misbehaviour that will invoke sanction, other forms of misbehaviour may also be included as appropriate.**

#### **Diamond Prizes**

Prizes will include items such as: a book, pencil-case items, stickers, badges, colouring equipment, etc.

Privileges to include:

- Staying in at lunchtime with a friend and a laptop/ipad for the week
- Tea party with a member of staff of their choice (can invite two friends)
- Have your own chair in assembly for the week
- Present cups and certificates with the Headteacher in Friday's Rewards assembly
- Leaving via the front door like the teachers
- Assisting the Year 6 with operating the laptop/music in assemblies for the week
- Have lunch in the Forest Hut with two friends (weather permitting)
- Be a Friday afternoon guest in another class

#### **Consequences:**

The children should understand the consequences of breaking rules. Such consequences must be graded so that each time a child breaks a rule the consequence is more serious.

- Within the classroom use of appropriate sanctions (e.g behaviour chart, loss of Reward Time, withdrawal of privileges) may be used.
- Within the playground and around school, see '*Diamond Playtime and Lunchtime Rules*' for sanctions.

**The 5 point Behaviour Plan should be followed when behaviour continues to become a significant or persistent concern.**

#### Behaviour Management –5 Stage Approach

##### Stage 1

- Teacher/TA/Staff member becomes aware of continuous challenging behaviour to the extent that it disrupts their own and others' learning.
- Teacher-child discuss behaviour and agree strategies.
- Teacher-child to discuss progress and amend strategies if required.

If challenging behaviour persists and if necessary/appropriate:

##### Stage 2

- Teacher meets with parent/carer and child to discuss issues of concern and agree ways forward.
- Teacher-child/parent to discuss progress at agreed review date and amend strategies if required.
- Log incidents/discussions as necessary

If challenging behaviour persists and if necessary/appropriate:

##### Stage 3

- Teacher to meet with SENCo and produce an IBP (Individual Behaviour Plan) if required.
- Teacher/SENCo meets with parent/carer to discuss IBP.
- IBP is implemented and a date is set for review with parents.
- Log incidents/discussions as necessary

If challenging behaviour persists and if necessary/appropriate:

##### Stage 4

- Headteacher/teacher/SENCo meet with parent/carer to discuss challenging behaviour and agree way forward.
- Log incidents/discussions
- Headteacher/SENCo informs parent/ carer of child's progress at agreed review date.
- If behaviour persists Headteacher and SENCo involve external agencies and review IBP.
- IBP is shared with parent/carer and child and date set for review.

If challenging behaviour persists and if necessary/appropriate:

## Stage 5

- Headteacher to consider other strategies which may include exclusion.

**The seriousness of a child's behaviour may cause earlier stages to be jumped at the discretion of the Headteacher/ School Staff**

### **Bullying**

Bullying is defined as any repeated action which hurts people or makes them feel 'put down'. This includes attitudes and actions directed against a person by virtue of their disability, race, culture and/or ethnicity. No 'play-fighting' or rough play is permitted, as it can often escalate. A log of behaviour issues is kept on CPOMS and is monitored by the headteacher. Our intention is to promote honesty and trust, so that victims of bullying feel able to speak to adults, although all staff are alert to the possibility of any such problems.

We respond to incidents of bullying through procedures set down in our Anti Bullying Policy.

### **Exclusion**

Should a child seriously offend through violence, vandalism or abusive behaviour, the teacher may proceed immediately to exclusion from the class and involving the headteacher.

Teachers may make arrangements with colleagues for internal exclusion to other classes.

A behaviour log using CPOMS will be completed by the member of staff who witnessed the incident.

Contact with parents will usually be made by telephone/in writing or in person.

The use of external exclusion will generally be incremental and aim to demonstrate the unacceptability of the behaviour in school. Increments may range from a half day to a fixed term number of days. In some cases a permanent exclusion may be considered.

Where permanent exclusion from school is considered the headteacher must inform the Chair of the Governors who may assist in making the final decision.

Before any exclusion takes place, the school will ensure a full risk assessment of the child and their circumstances is conducted. We will look at the individual context for the child, their individual needs, family life and context. In addition, the school will liaise with the Local Education Authority and inform them of the exclusion.

For more information regarding Exclusions, please see the separate Exclusion Policy.

### **Supply Teachers**

It is the responsibility of class teachers to ensure that supply teachers are aware of any individual behaviour plans for their pupils or classroom.

## Individual Behaviour Plans

Where a child's behaviour has given cause for concern the SENDCO will work with the parents and the classteacher to develop an Individual Behaviour Plan.(See 5 point behaviour plan). External professionals from other agencies might also be involved in this process. Plans focus upon particular difficulties encountered by the child and therefore vary in complexity.

Most plans centre upon:

- describing expected behaviours;
- providing strategies to change behaviour or avoid particular situations arising
- providing rewards which have meaning to the child
- involving parents and other members of the staff

## COVID 19 Appendix

In light of the Coronavirus outbreak, there will be a need for children to behave differently when at school, this appendix is an addition to our Behaviour Policy which must be adhered to as appropriate by pupils.

If required to do so, pupils will need to:

- follow altered routines for arrival and departure
- follow instructions on hygiene, such as handwashing and sanitising
- follow **The Bubble Rules** if required to do so (see below)
- move around the school following the systems they have been instructed to follow e.g. one-way system, social distancing and only using designated classrooms, playing spaces, toilets and sinks etc.
- ensure they only sneeze or cough into their elbow or, if using a tissue, they must follow the 'catch it, bin it, kill it' instruction and dispose of the tissue in the designated bin.
- Children must never cough or spit at or towards another person.
- avoid touching their mouth, nose and eyes with hands wherever possible
- tell an adult if they are experiencing symptoms of coronavirus or feeling unwell
- use only their own equipment and resources, not sharing any items including drinking bottles
- follow instructions about which playing zones they are allowed to use and not crossing into other group's playing zone.
- use only the toilets and sinks designated for their group.

Failure to follow these rules may require a child to be sent home from school in order to maintain the safety of other pupils and staff.

If children need to be split into class groups or '**Bubbles**', the following **Bubble Rules** must be adhered to:

- I will stay 2 metres away from others
- I will regularly wash my hands throughout the day for 20 seconds
- I will tell an adult if I feel unwell;

- I will not bring things into school from home, or take things home from school;
- I will only use the equipment in my pack;
- I will not mix with children in a different bubble in school;
- I will ask an adult when I need to use the toilet, so they can help keep me safe;
- I will use the catch it-bin it-kill it rules coughing and sneezing into my elbow or a tissue;
- I will follow the rules at all times to maintain the safety of myself and others;
- I will follow these expectations and know that if I don't, I may be sent home and not be able to return to school until I can be safe.