

# **Cusgarne Primary School**

## **Positive Behaviour Policy**

**Includes Covid19 Update**

**Updated  
Review date**

**June 2020  
June 2021**

## **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 Five 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.

Courtesy, Consideration, Commitment, Care and Creativity.

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.

## **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 may be recorded in their Arbor record. A child can earn team points when behaviour is positive for that particular 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.

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 Five 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 on Arbor – 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 -

- Verbal warning.
- Time out - moved away from the situation until ready to re-join the group.
- Moved away from the situation, possibly to another room or to work in isolation - parent is notified.
- Referred to Head for further investigations and parental consultation.

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 HoS, the parents and the child. 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 on Arbor in the 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
- Statutory powers to discipline pupils who behave badly on the way to and from the 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 zero tolerance of any form of serious assault on pupils or staff.

The Head of School, Executive Principal and the Hub Council of the School have a duty of care to all pupils and staff, and this Behaviour 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.

### **Covid 19 Amendments and Considerations**

It is essential that families and parents adhere to the information we have communicated about the 'new norm' when their child is attending school that their child's choices are following all the instructions given by their Pod adults to ensure the safety of all concerned. It cannot be stressed highly enough the importance of supporting their children with the behavioural expectations around health and safety,

and that we all have a collaborative mindset to ensure children and the wider school community understand what 'school ready' currently looks like.

Children will need to be supported in terms of learning, practicing, and understanding the new routines. It will be important to manage the emotional wellbeing of staff and pupils. It will be important to manage expectations. Some pupils will simply not be able to follow new guidance straight away. For all of us this has been a journey and for pupils returning to school we must be ready to expect children to get it wrong from time to time. We need to be applying reasonable adjustments.

## Change to Routines

- Arrival and departures - As part of the 1 June reopening, we have risk assessed and altered routines for arrival or departure, for our two Pods. The children and families have been written to, and have had the new measures explained. Children and parents are expected to adhere to these new measures at drop off and pick up times. They are designed to keep children and adults of our school safe, and to follow social distancing current guidance.
- Hygiene practice – all children and families are expected to follow school instructions on hygiene, such as handwashing and sanitising. These will be shared and re-enforced by the adults working in school. They involve regular hand washing intervals, (soap and water for 20 seconds) and throughout the day. The use of sterilising wipes and sprays to clean equipment and surfaces, and especially high touch surfaces (light switches, door handles, sinks etc). This will also include keeping children's allocated space and equipment trays clean and not sharing anything, unless it has been cleaned thoroughly or quarantined for 72hrs since it was last used.
- Socialising – The school endeavours to follow the current social distancing guidelines, and therefore pupils must follow instructions on keeping a safe distance between each other, and adults, and socialise only with the children in their Pod while at school.
- Movement around School - moving around the school children and adults will follow the specific instructions, only using designated entrances and exits for their Pod and keeping apart from each other and the adults as per the indicated markers on the ground surfaces.
- Personal Hygiene – Clear instructions will be given by class teachers about sneezing, coughing, using tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- Symptoms – You must tell an adult if you are feeling unwell or experiencing symptoms of coronavirus, and you should not attend school if you have a high temperature or a cough. If you start feeling unwell at school you must inform an adult immediately.
- Equipment – Children and Parents should limit what is brought in to school each day, and any necessary belongings will be kept in their bag which will be kept at the child's workstation. Things like toys or books will not be brought in to school, or equipment sent home. Children must not share any equipment where possible and if they do need to it will be cleaned between use. The two Pods must not mix, and should not share equipment.
- Playtimes and breaktimes - amended expectations will be made clear to children about what they can use at playtime and breaktimes and these instructions must be followed. The two Pods must not mix, and should not share equipment.

- Toilets – Each Pod will have access to their own toilets which **they** should only use. No other toilets should be used by that Pod.
- Antisocial Behaviour – any antisocial behaviour by children will not be tolerated. Children will be expected to follow the clear instructions about social distancing and no coughing or spitting at or towards any other person will be tolerated.
- Home Learning – Pupils will be expected to engage with home learning, but every circumstance of a family is different, and the message should be clear for families to support their child in the most manageable way they can. When sharing work, or working in shared spaces with other children from our school community, no inappropriate content or posts on the message streams will be accepted. If indeed this occurs, the class teacher may well have to limit what is shared and by whom. Class teachers will be responding with positive comments about children's work and efforts with home learning.

Reasonable adjustments will be made to support children with the new routines, but persistent disregard to the instructions of adults and the new routines, will be viewed upon using this policy.

### **Racial/Sexual Harassment**

Racial and sexual harassment are totally unacceptable and any such instances are acted upon by the pupil's teacher and updated on Arbor to the child's notes. More serious incidents are referred to the HoS.

### **Attendance**

We monitor attendance and reports are generated every few weeks that allows us to monitor this. 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.

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, from school will be fully investigated and followed through 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 / Strategic Partner 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 / Strategic Partner 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 / Strategic Partner excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School / Strategic Partner 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 / Strategic Partner 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 / Strategic Partner.

A child may be excluded from school by the Head of School / Strategic Partner 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 a count of 20.
- 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 on Arbor, on the child's record and the parents informed.

# Cusgarne CP School

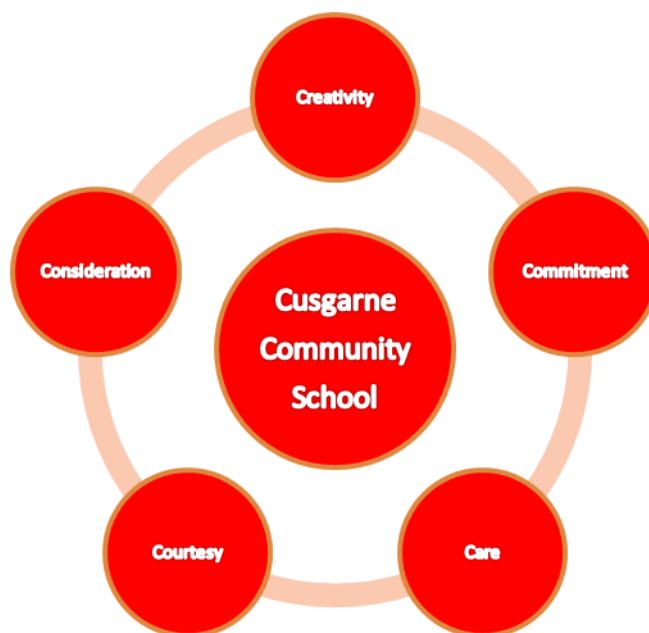
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Make the most of every moment.

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

## Principles:



## 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.
- To have strong partnerships with families and communities

## Vision:

To be outstanding in all we do.