



Coverack Primary School

Behaviour Policy

Provenance	Date
Implementation	June 2023

Review Date
June 2025

To be read in conjunction with:	Safeguarding and Child Protection Policy
--	---

Rationale:

Coverack's 'Positive Behaviour Policy' aims to promote a school environment where everyone feels happy, secure, respected and safe to learn. This policy is designed to promote good behaviour by praising and rewarding good behaviour and challenging and disciplining inappropriate and unacceptable behaviour.

At Coverack Primary School, we expect every member of the school community to behave in a considerate way towards others. We understand the importance of 'feeling safe' in promoting social engagement and learning. As a school, we make a point of acknowledging and celebrating behaviour that is good.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

Aims and Objectives:

We aim to ensure our positive behaviour policy explicitly teaches and reinforces the skills and behaviours a pupil needs to succeed in learning. Our adapted response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for all children's behaviour.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

We believe that restorative approaches will make a significant contribution to our whole school approach to promote emotional well-being and mental health.

Our everyday restorative practice techniques will have two components;

1) Affective statements

Explaining how the child's behaviour affects others. For example, a teacher may say "When children disrupt the class, I feel sad" or "disrespected" or "disappointed". Hearing this, the child learns how his or her behaviour is affecting others.

2) Affective questions

The basis for this technique is asking questions such as "Who do you think this has affected by what you just did?" and then follow-up with "How do you think they've been affected?" In answering such questions, instead of simply being punished, the child or adult has a chance to think about his or her behaviour, make amends and change the behaviour in the future.

We are committed to ensuring that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

‘Where happy learners grow...’

Our Vision

Our vision for all children at Coverack is to develop confident, self-assured, positive young people and is a place **‘where happy learners grow’**.

Communication of Expectations:

Staff will share behaviour expectations with pupils at the start of each school year and regularly through class discussions and the modelling of expected behaviours.

Our school rules are:

- Always treat others as you would like to be treated
- Always look after everything around you
- Always try your best and be proud of your achievements
- Always keep yourself safe wherever you go
- Always be kind and considerate learners
- Always encourage and allow others to learn

Well-Being & Curriculum:

Our provision will be based around an emotionally rich curriculum, which means that time will be spent ensuring that children feel safe within the school environment. Our PSHE curriculum is adapted in response to the needs of pupils and the ever-changing world around us.

Rewards:

The vast majority of our children show expected behaviour every day. We encourage this through verbally thanking, encouraging and praising children for working and learning well, showing them how much we value and care for them. We have class-based reward systems. E.g. A sticker chart in Primrose Class. Children are awarded stickers for good behaviour, being good role models and for good work. Staff also recognise children's achievements with the presentation of 'Star of the Week' certificates which are presented in an assembly which takes place each Friday to celebrate achievements. For those children who have achieved over and above what is expected of them, the children will be invited to share their success with the Head of School and Headteacher awards will be given – these may be as a sticker or as a postcard home.

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- * The learning environment – tidy, interactive, stimulating and celebratory.
- * Classroom organisation – so basic needs are met, and children can find what they need.
- * Routines for the school day – planned, understood by children, minimum fuss and time wasted
- * Movement around the school – quiet and calm.
- * Time keeping – lessons, playtimes, beginning and end of the day.

Staff responsibilities

All Staff:

- a) Ensure that there are good routines (see above).
- b) Ensure that you are consistent, friendly and professional at all times.
- c) Remain calm
- d) Aim to be positive by seeking out and rewarding the good.

- e) Explain why certain behaviours are not acceptable using the restorative justice approach.
- f) Be consistent about praise and rewards as well as when supporting positive behaviour.
- g) Be aware of the individual needs of all pupils.

Playtime & Lunchtime Staff:

- a) Be active and engaged with the children and in your supervision.
- b) Be aware of the main problem areas (places, times, individual children).
- c) Return children to class in a calm and orderly manner so they are ready to learn.

Classroom Staff:

As above, plus:

- a) Operate the class-based rewards system – E.g. Sticker chart in Primrose Class.
- b) Support the playtime and lunchtime staff.

Senior Leadership Team:

As for 'all staff' above, plus:

- a) Support all staff in the implementation of the policy.
- b) Attend key meetings where required.
- c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation.
- d) Take prompt and decisive action to deal with areas of development.

Restorative Approaches:

When an incident between children occurs, we need to try to:

- a) Give the child/ren time to calm down before speaking to them.
- b) Listen to each child explain what has happened including witnesses if possible.
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time.
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Sanctions:

We believe that patience, understanding, discussion and insistence on expected behaviour will enable the vast majority of our pupils to learn, play and relate well to each other.

Verbal reminders:

Most of our children show the good behaviour we expect every day and need nothing more than an occasional verbal '**warning**' clearly outlining what is expected in terms of behaviour.

Reflection time:

For the few children who do not need a warning, refuse to follow an instruction or hurt another child or adult with careless behaviour or language 'reflection time' will be given. The child may be required to use their next playtime to complete work that they have missed or talking with their teacher or TA, about what to do differently in future. The decision for reflection times, including the length, is to be made by the class teacher based on the nature of the behaviour and age of the child.

Severe Behaviour:

Our policy outlines these behaviours so that pupils and parents know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external suspension:

- Persistent, serious or offensive verbal or physical abuse of a child.
- Verbal or physical abuse of an adult.
- Dangerous behaviour (likely to result in a serious harm or accident).
- Deliberate damage to property.
- Open defiance.
- Leaving the school site without permission.

- Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to suspend a pupil should only be taken:

- in response to a serious breach, or persistent breaches of the school's behaviour policy.
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Inclusion:

It is our aim to be a fully inclusive school. Permanent suspension or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management had failed to have an effect. If a child's needs cannot be met at Coverack Primary School, we would expect to look for a suitable setting that can meet that child's needs rather than suspend them.

Review:

This policy will be reviewed every 2 years by staff, parents and pupils.

Conclusion:

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We recognise that positive behaviour needs to be explicitly taught in school. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.