



## **Behaviour Policy & The 3 Diamond Rules For Life**

**Agreed: September 2021**

**Signed: A.Craig - Headteacher**

**Review date: September 2022**

**Governor:**

### **Aims and objectives**

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also promote a positive behaviour for learning and encourage children to adopt open mind-sets and be active learners. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

We aim to

- ✓ Promote a positive behaviour for learning attitude.
- ✓ Promote respect of all different races, cultures and religions whilst upholding the underlying British values.
- ✓ Promote an environment in which everyone feels happy, safe and secure.
- ✓ Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- ✓ Enable everyone to work together in an effective and considerate way.
- ✓ Ensure every member of the school community to behave in a considerate way towards others.
- ✓ treat all children fairly
- ✓ help children grow in a safe and secure environment
- ✓ to become positive, responsible and increasingly independent members of the school community
- ✓ develop an ethos of kindness and cooperation
- ✓ uphold British Values

**Our Ethos is built around our 3 Diamond Rules, which are for all times and all circumstances:**

- show good manners at all times
- care for everyone & everything
- follow instructions with thought and care [please do as you are asked]

**Rewards:**

At Pencoys we seek to be positive in all we do and celebrate the successes of learning and conduct in a variety of ways including:

- ✓ verbal praise
- ✓ stickers, including deputy head and head teacher stickers for exceptional work
- ✓ dojo points or the equivalent
- ✓ certificates
- ✓ verbal praise directly to parents and carers about their child's achievement
- ✓ praise notes home to parents and carers
- ✓ regular celebration assemblies where achievements both inside and outside school are recognized
- ✓ participation awards

**Sanctions and Strategies to help children improve their conduct:**

All teachers and teaching assistants have the right to impose repercussions, except exclusion, which is the responsibility of the Head teacher in consultation with the Governors.

If a child's conduct is not acceptable the following approaches are used:

- ✓ Initially, a child may simply need: a look, or proximity whereby an adult moves closer to the child and may just give them a gentle touch to refocus them; a non-verbal demonstration of expected behaviour; a verbal warning given in a calm tone
- ✓ if the behaviour persists within the lesson the child's name will be given an official warning and name on the board.
- ✓ if the behaviour continues to persist the pupil is 'moved' within the classroom to work alone
- ✓ If the behaviour persists again, the pupils' name, date, and reason is recorded on SIMS resulting in a missed break time
- ✓ two entries on SIMS results in the pupils attending 'Lunch club' for their behaviour and time to reflect on their actions.
- ✓ Three Lunch clubs in a week results in a meeting with parents and a behaviour support plan
- ✓ more serious cases of poor conduct can be sent directly to the deputy head or Headteacher who would also report to parents
- ✓ internal exclusions of varying lengths can be issued for persistent or more severe incidents of poor conduct, these will be decided by the deputy head or head teacher and parents will be informed

- ✓ Three internal exclusions in a term results in a 'transferred inclusion' at another school to work in isolation with an adult for a period of 2-5 days
- ✓ fixed term exclusions are used in extreme cases and particularly when actions have resulted in assault towards another person
- ✓ If none of the above sanctions have helped a child modify their conduct and it continues then a Managed Move to another school may be explored or a Permanent Exclusion given

**The severe clause [those incidents that are totally unacceptable]:** The severe clause is in place so that staff, Governors, parents and children know what behaviour will not be tolerated in school. The following are incidents that are considered to be totally unacceptable:

- bullying
- the physical abuse of a child
- the physical abuse of a teacher
- racial abuse from anyone in the school
- being in possession of harmful drugs
- carrying a weapon such as a knife

The following would also be considered by the school as severe clause incidents:

- swearing at any member of staff
- threatening or intimidating behaviour towards any member of staff
- deliberately breaking or damaging school property (The school will ask parents to contribute to the cost of replacing equipment or property where the damage has been caused by a deliberate act or misuse by their child).
- open defiance in carrying out one of the repercussions, refusal to do the punishment given
- doing something that constitutes danger to another child
- telling lies to get others into trouble
- bringing matches into school

In consultation with the Governors, severe clause incidents may require putting into operation the need for exclusion- whether temporary or permanent.

### **Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour**

At Pencoys School there is a zero-tolerance approach to sexual violence and sexual harassment. It is deemed never acceptable, it will not be tolerated and it 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 related 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 such 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.

### **Exclusion**

In extreme cases Pencoys 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 units in England' will be used to inform those with legal responsibilities in relation to any exclusion.

**Children with Special Needs:** We will make reasonable adjustments in the application of the behaviour policy where there are individuals with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. We will be pro-active, monitor closely and liaise with home and other colleagues to apply the policy.

**Parents:** Pencoys Primary School will encourage parents to support good behaviour and attendance through home school agreements, parents meetings and newsletters.

We hope that all adults conduct themselves appropriately, however, if Parents/Carers or Visitors are seen to be abusive and/or swearing on the school premises, the Headteacher will seek to ban that person in line with the Cornwall Local Education Authority and Devon and Cornwall Constabulary policy of 'Nuisance and Disturbance on Educational Premises'.

Incidents that come to the schools attention will be formally logged and then a verbal warning or warning letter will be given. Additional incidents may result in a Section 547 ban being issued by the Local Education Authority.

### **Conduct outside the school gates**

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member or reported to the school will be dealt with in line with the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school in writing

## **Pencoys is a Trauma Informed School (TIS) :**

Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question. The THRIVE APPROACH provides a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the Approach equips us to work in a targeted way with children and young people who have or are struggling with difficult life events to help them re-engage with life and learning. If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signaled by their behaviour and gives us targeted strategies and activities to help. This ensures we help all children develop into well rounded, happy, confident and emotionally resilient young people.

**Working with parents and other support networks:** Support is available to those parents who may need help in the ways in which they handle their children's behaviour. Signposting or referral to community services is available through Ms Beesley our Pastoral Leader.

We will liaise with a variety of work colleagues from related organisations such as community nurses, behaviour support service, speech therapist, educational psychologist, family support service, paediatrician and dietician to provide advice and training.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records concerning incidents of misbehaviour – time outs and detentions. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010). The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Behaviour Policy Appendix A**

### Sexual Violence, Online Sexual Abuse and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable at Pencoys School. As set out in Part one of KCSIE, all staff at Pencoys who work with children are advised to maintain an attitude of 'it could happen here'.

At Pencoys School 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.

We recognise that children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. As a school we recognise that it is essential that all victims are reassured that they are taken seriously and will be supported and kept safe. We recognise it is essential that a victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor would a victim ever be made to feel ashamed for making a report. As with all safeguarding concerns, appropriate action must be taken in accordance with our child protection policy.

At Pencoys School there is a zero-tolerance approach to sexual violence and sexual harassment. It is deemed never acceptable, it will not be tolerated and it should never be passed off as "banter", "just having a laugh" or "part of growing up". The school recognises that dismissing or tolerating behaviours, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, risks normalising them. In not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to an unsafe environment with a culture of unacceptable behaviour.

The school recognises that children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers (KCSIE). Therefore, any reports of abuse involving children with SEND will be dealt with in close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

When referring to sexual violence in this policy, we do so in the context of child on child sexual violence. For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/14 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Sexual harassment: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
  - As set out in UKCIS Sharing nudes and semi-nudes of U18s is a criminal offence; sharing of unwanted explicit content; upskirting (is a criminal offence<sup>20</sup>); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Harmful sexual behaviour (HSB): children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context. When considering HSB, the school considers the ages and the stages of development of the children as critical factors and the school uses the Brooks Traffic Light tool to risk assess any such behaviours. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

The school considers the addressing of HSB as an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school recognises that children displaying HSB may have experienced their own abuse and trauma and as such it is vital that they are offered appropriate support.

At Pencoys School, along with providing support to children who are victims of sexual violence or sexual harassment, the school recognises the need to also provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

#### The role of education in prevention

At Pencoys School we recognise 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 issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour

Relationships Education at Pencoys School also covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. This allows children an open forum to talk things through. We recognised that such discussions can lead to increased safeguarding reports.

Children are made aware of the processes to raise their concerns or make a report and how any report will be handled.

As part of statutory relationships, sex and health education, we provide extensive learning on relationships through a spiral PSHE education curriculum, based on the PSHE Association's programme of study. Carefully chosen external contributors are occasionally used to supplement the planned PSHE curriculum in these areas, with timetabled lessons providing the context for both preparatory work and reinforcement of the learning.

### Staff Training

Pencoys school receive regular safeguarding training and as such have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'.