



## Roskear Primary and Nursery School

### Behaviour and Discipline Policy

Accepted by Governors	January 2015
Reviewed	September 2021

#### 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

#### Rewards

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

- Verbal feedback
- Give children a 'golden' house point for demonstrating one of the 'golden rules'.

- Each week, we nominate a child from each class to receive a certificate in the school celebration assembly. These nominations relate specifically to a child demonstrating a **golden rule**.
- Awarded prefect status in recognition of consistently good **'golden'** behaviour, meeting agreed standards and consistently demonstrating the **'golden rules'**.
- Stickers (one **golden** house point = one sticker, these are used for demonstrating at least one of the 'golden rules')
- Sent to other members of staff for positive reinforcement

The school acknowledges all the efforts and achievements of children, both in and out of school. Certificates and awards showing children's achievement out of school, e.g. music or swimming certificates are shared in the whole school celebration assemblies.

### Sanctions

The school employs a number of sanctions to enforce the school's Golden rules, these are shared with pupils and parents and employed rigorously. The following are followed in order:

1. The 'look' and a positive reminder of expected behaviour (name on board with a 1)
2. Second reminder of expected behaviour; consequences and guidance/suggestion for change e.g. It looks to me that you might be finding things tricky where you are sitting. Let's make a positive choice. Would it be helpful if... Who could you sit with so that you can follow the Golden Rules? Let me help you make a positive choice. (2 placed by name on board)
3. 'TIME –IN' (Stage1) – Given time at the class 'Time In' table (Y4-Y6 10 min sand timer/ FS2-Y3 5 mins sand timer) and pupil complete reflection log (Y3-Y6) – that goes home.
4. 'TIME- OUT' with **SMT** (Stage 2) ( FS2/KS1 –RY, LKS2 – JMM, UKS2 - CT) **child sent with a Red card** – SMT member will investigate the situation (talking with pupil(s) and staff), Reflection sheet sent home with red card to help parent/carer reinforce the school's expectation and support their child in making more appropriate and positive choices. Class Teacher to log on 'My concern' after discussion with SMT. **Lunchtime/breaktime intervention for two days with the Learning Mentor** (Stage 3) (parents/carers called by SMT to inform). **Learning mentor to log attendance to intervention.**
5. **Second lunchtime intervention in a half term= daily monitoring for a week established by Learning Mentor and Class Teacher (photocopy goes home each night for parents/carers) Pupil to attend lunchtime intervention with learning mentor for the week-** SMT review with Learning Mentor at end of week as to whether pupil requires any more monitoring and if further monitoring is required parents/carers will be invited in for a meeting/if no further monitoring required parents will be called and informed.
6. Third detention in a term (Stage 4) = SLT, Class Teacher, SENDCo and parent meeting- explaining what has happened, what will happen if it doesn't improve- SLT to create BSP ( Behaviour Support plan) and monitor for another week and then review. SLT to log on 'My Concern'
8. Fourth detention (Stage 5) in a term requires parent/carer meeting with Headteacher and SENDCo- May result in positive transferred inclusion (internal or external), contact of external agencies (with parental/carer permission) in order to further support the pupil.

### **Lunch Intervention**

**Lunchtime intervention is run by the learning mentors daily to support pupils who have displayed concerning behaviour, for example:**

- **2 time out's in one week**

- Physical aggression
- Swearing/use of offensive terminology e.g. homophobic language aimed at a pupil
- Leaving the room/area without permission (safeguarding)

### **Use of reasonable force**

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe"

George Matthews - Founder Team Teach

### **Use of seclusion / Safe space**

In this school we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.

**GOLDEN RULES: FOLLOW INSTRUCTIONS WITH CARE AND THOUGHT, SHOW GOOD MANNERS AT ALL TIMES, CARE AND RESPECT FOR EVERYONE AND EVERYTHING, TRY OUR BEST IN ALL WE DO.**

There are a set of Golden rules which are common and reinforced across the school in all situations. These are displayed in every classroom and around communal areas.

The class teacher discusses the Golden rules with their class and the children agree to abide by the rules. In this way, every child in the school knows the standard of behaviour that we expect in our school.

On occasion it may be appropriate to discuss incidents with the whole class in addition to dealing with individuals.

### **Bullying, Discrimination and Hate Crimes**

The school does not tolerate bullying or discrimination of any kind. If we discover that an act of bullying, discrimination or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-bullying policy and Appendix C).

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

There is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and 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. (See appendix B)

It is the responsibility of all members of staff to ensure that the school rules are enforced and that the rewards and sanctions agreed are followed consistently throughout the school at all times.

Staff in the school liaise with external agencies, as necessary, to support and guide the progress of each child. The SENCO, class teacher or teaching assistants may, for example, discuss the needs of a child with the SENCO, learning mentor, Parent Support Advisors, education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **Exceptional circumstances**

We fully understand that some children find certain aspects of school life extremely challenging, including behaviour. We pride ourselves in working closely with these children, their families and other agencies if applicable. We strive to help them deal with their circumstances and to help them adapt and merge into school life. We offer nurture, care and guidance for these children. Our learning mentors will work on a one to one basis or in a group if need be and our special needs coordinator uses 'Trauma Informed Schools (TIS)' to help certain children deal with their emotions and feelings. If however an individual's behaviour is deemed to put other children's well-being at risk then we have to take firm and appropriate actions and the above mentioned sanctions will apply.

## **The role of parents/carers**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to deter the behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure will be followed.

## **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. In line with our cluster group of schools in the Camborne / Redruth area, we participate in the Transferred Inclusion (PTI) scheme which allows a pupil to complete their inclusion in another local school where they receive 1:1 tuition from a teaching assistant; allowing time to reflect on their behaviour whilst reducing impact on the child's education.

In extreme cases we 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 followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

See Appendix A Flow chart

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Pupils found to have made malicious accusations against school staff will receive an exclusion from school - this is likely to be permanent dependant on the severity of the accusations.

The governing body fulfil their role monitoring levels of exclusion, reviewing individual cases where a child has been excluded for a period of more than 15 days in one term and hearing appeals from parents.

Following the decision to permanently exclude a pupil; where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

### **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 the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school in writing.

### **Monitoring and review**

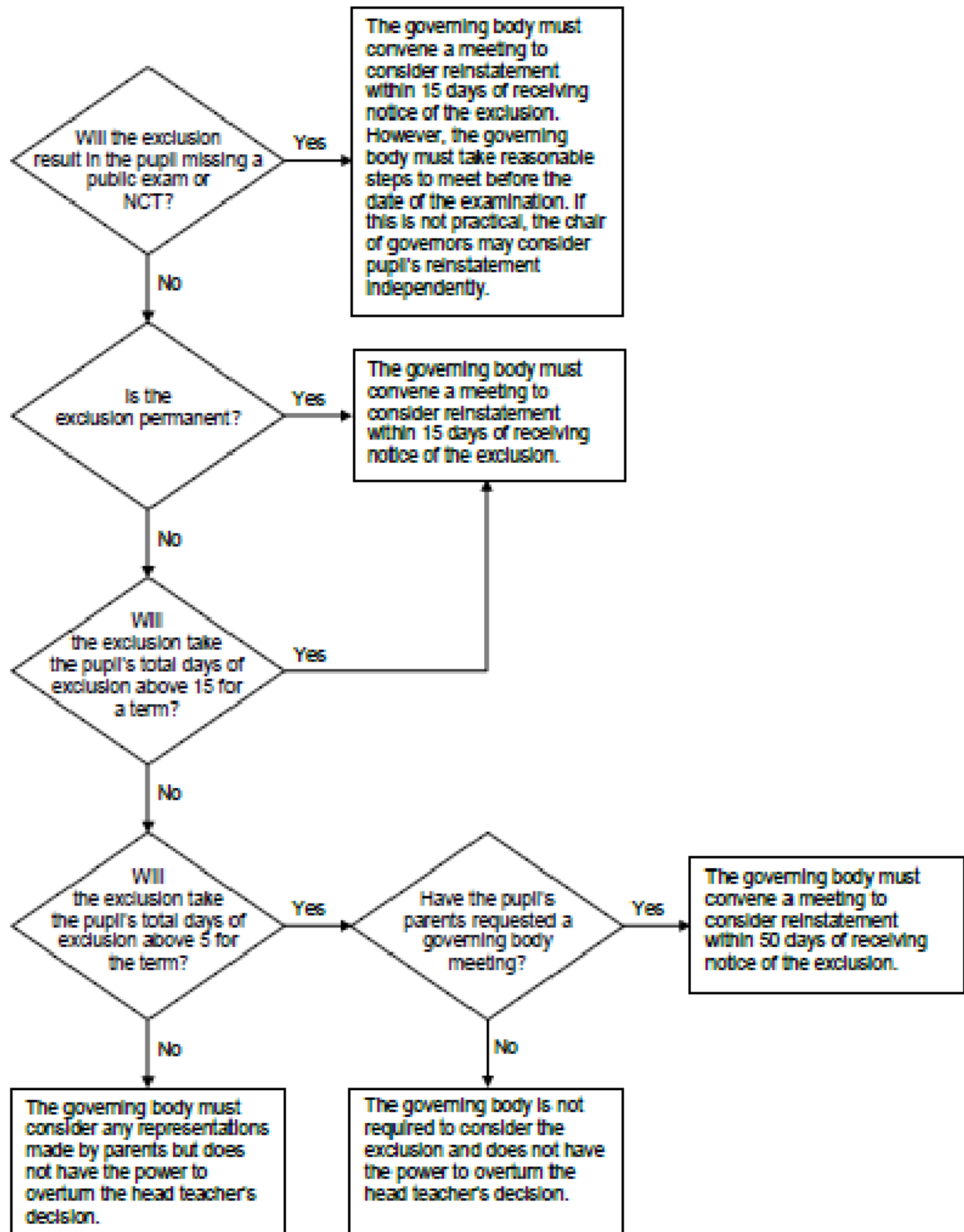
The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour - time outs and lunchtime intervention. 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 three 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.

## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.

## Annex B

### 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 our school. As set out in Part one of KKCSIE, all staff at the school who work with children are advised to maintain an attitude of 'it could happen here'.

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 \_\_\_ School there is a zero-tolerance approach to sexual violence and sexual harassment and it is deemed never acceptable, and 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 Roskear 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 Roskear 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 Roskear 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**

Staff 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'.

## Appendix C - Hate Crimes

Hate crimes are any incidents, whether a crime or not, motivated by hostility or prejudice towards an individual due to their:

race;

religion;

sexual orientation;

gender identity; or

disability.

### **Protected characteristics**

race - a person's ethnicity, nationality, country of origin, skin colour, etc.

religion - a person's religion or faith, even if they have no religion.

sexual orientation - a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.

gender identity - an individual who is transgender or perceived to be transgender.

gender - a person's sex

disability - any person with:

physical impairment;

life-limiting illness;

sensory disability;

mental ill-health;

learning disability;

visual difference; or

diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence. Hate Crime covers a range of behaviours, including:

discrimination;

exclusion;

verbal abuse;

physical assault;

bullying including cyber-bullying; and

inciting hatred

Hate Crime can manifest in the school environment. Educating the perpetrator about their language and impact may be preferable. All incidents are recorded and reported to the local authority. If it is believed a crime has been committed any such incident will also be reported to the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the five protected characteristics.

Appendix D

Use of offensive language/terminology - stage 3

Physical aggression (hurting another on purpose) - stage 3

Destruction of school property/total disruption to whole class learning - PTI

Stealing - stage 3