

## Positive Behaviour Policy

### including Bullying and Peer on Peer Abuse

#### Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

This policy is a guide for all members of the Landulph community to create a restorative and relationship focused approach to behaviour management. This will allow the children to be supported emotionally as well as educationally and to nurture mutual respect, giving them the best possible chance of success.

The policy sets out to promote a calm, nurturing and caring environment where the expectation of high standards of behaviour is reinforced by all staff members. Pupils are taught to take responsibility for their behaviour and support others to do the same. Consistency and clear, calm adult behaviour underpins this policy.

#### Part 2 – How do we teach these skills and behaviours?

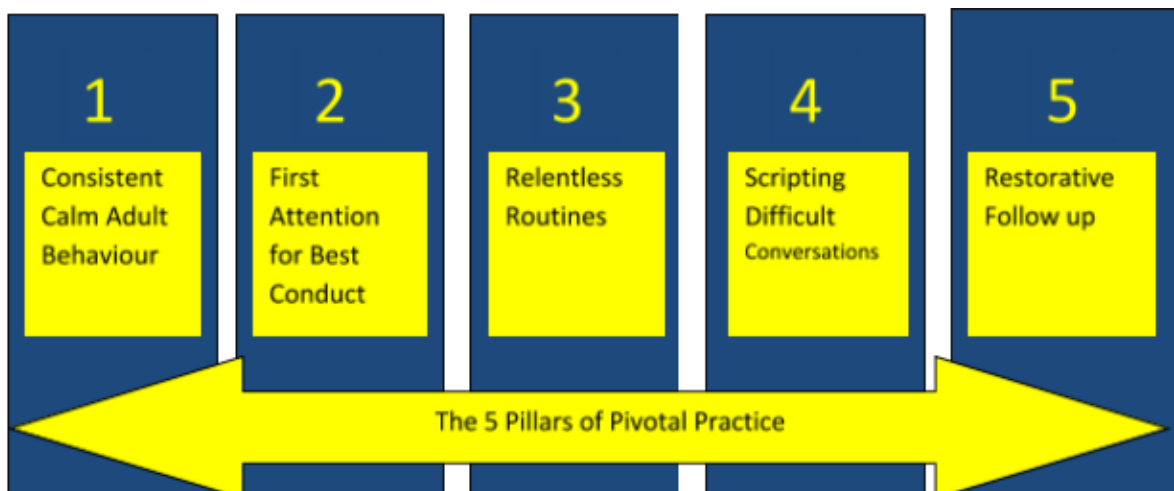
##### 2.1 Through Our Curriculum

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

##### 2.2 Through Our Routines

**Our Behaviour Policy is based on the Five Pillars of Pivotal practice**



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)



## Expectations of Adults

We expect every adult to:

- Meet and greet all children in the morning.
- Model behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Engage in a reflective dialogue with learners using the restorative questions.
- Notice and celebrate positive behaviour.
- Never ignore or walk past learners who are behaving badly.
- Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)

### [2.2 Through the Protection and Promotion of Our School Ethos](#)

At Landulph we have high expectations for all children based on school values of Friendship, Loyalty, Honesty and Respect.

- To create a respectful, safe and caring environment in which effective learning can take place.
- To provide a clear, fair and consistent approach to behaviour based on restorative principles.
- To nurture and value strong and healthy relationships.
- To ensure that all learners are treated fairly.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is the expectation for all.

### [2.3 Through Our Pastoral Care and Use of Praise](#)

#### **Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Landulph School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a Postcard message home, a phone call or a face to face chat. Other rewards and recognition of achievement include:



# Landulph School



## Celebration Assembly

The children can share their weekly achievements within school and outside school, highlighting positive behaviours, for example facing a fear, showing resilience.

## Class Cup

This is awarded to a child in each class who has demonstrated exemplary behaviour, a change in learning attitude and positive behaviours towards others and their learning.

## Rockstar of the Week and Sentence Cape

These are linked to academic achievement resulting from a positive attitude towards learning: listening, concentration, resilience, consistency, collaboration.

## Postcard home

Children will be recognised for positive behaviour with a personalised postcard home written by a staff member to share their achievements. Children will post this card with a member of staff to feel this sense of pride.

## Recognition board

A centralised board will share our school values along with achievements of individuals linked to this behaviour policy. This will be shared and celebrated in assembly.

## Class recognition board

All classes will have autonomy over how they celebrate achievements linked to this policy. Children will work towards reaching these goals and feel a sense of pride when they are recognised within their classes.

## [2.4 Through Our Work with Parents](#)

We believe in the role of parents in supporting our behaviour and learning expectations and our partnership approach means that we inform parents and seek solutions to any behaviour or emotional needs. This is most often through a direct phone call from the class teacher, followed a phone call from the Headteacher if necessary.

## [Part 3 – How we maintain high expectations](#)

In order to create an environment which ensures productive learning for all children, we expect exemplary behaviour. Alongside the restorative, relationship focused approach, it is necessary to have a clear system of progressive sanctions that are understood by the children and followed consistently by all the member of staff in the school.

## Part 4 – The Use of Sanctions to Improve Behaviour

### 4.1 How we address minor infringements and low level disruption

#### **Practical steps in managing and modifying poor behaviour**

Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our three four school values delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. “stop, think, .....make the right choice” “think carefully about your next step”
3) Last Chance (5 minutes after class for restorative conversation/5 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Landulph school, we... (refer to the school values)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to positive behaviour)</li> </ul> <p>Thank you for listening... then give the child some ‘reflection’ time.</p> <p>If the warning is not heeded and the behaviour continues this must be recorded on CPOMS.</p>



	<p>At this point the learner will be informed that they will have to miss five minutes from the next break/lunch time in reflection time.</p> <p>Children will be expected to have a reflective dialogue.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay with an adult for the remainder of the lunch break.</p>
<p>4) Cool Off</p>	<p>Cool Off might be a short time away from the classroom with another class/TA /calm space.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
<p>5) Repair Restorative Conversation</p>	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p>Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion</p>

## [4.2 Repeated or more serious events that require on site detention or isolation](#)

### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

### **Exclusions**

#### Fixed Term Exclusions

Landulph School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

#### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Landulph School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

#### **Children with Social, Emotional and Mental Health Problems**

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will



be necessary to place them on the SEND list for social, emotional and mental health issues. A TIS assessment and support may also be appropriate. In these cases, the Head/SENCo/SLT/Care, Guidance and Support Officer will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

### [Part 5 – Guidance for a selection of specific incidents Peer on Peer Abuse as stated in KCSIE](#)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).

**Bullying** (including cyberbullying);

**Definition - Bullying is “Behaviour by an individual or a group, ongoing and repeated over time that intentionally hurts another individual either physically or emotionally”.**

Forms of bullying can happen to anyone and may take the following forms:

PHYSICAL: punching, kicking, hitting, pinching, threats, any form of violence.

VERBAL: name-calling, sarcasm, spreading rumours, persistent teasing.

EMOTIONAL: making faces; tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

RACIAL: racial taunts, graffiti, gestures.

SEXUAL: unwanted physical contact, abusive comments, or homophobic taunts.

**Peer on Peer Abuse** can also include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

**Cyber bullying:**

This can include: threatening, intimidating or upsetting text messages; threatening or embarrassing pictures and video clips via mobile phone cameras; silent or abusive phone calls or using the victim’s phone to harass others, to make them think the victim is responsible; threatening or bullying emails, possibly sent using a pseudonym or someone else’s name; menacing or upsetting responses to someone in a chat-room; unpleasant messages sent during instant messaging; unpleasant or



defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

At Landulph, cyber bullying is considered as serious as any other form of bullying. Parents will be contacted if the school are made aware of cyber bullying taking place off-site. In some cases, this type of bullying may constitute a criminal offence.

Any of the above, will not be tolerated at Landulph Primary School.

## **Procedures and Consequences**

All pupils will be encouraged to be open with members of staff and their parents, who can pass on concerns to school. There are mechanisms such as “worry boxes” in the school where pupils can discreetly report concerns to adults. Children must have the confidence in all staff, teaching and non-teaching, to disclose an incident without feeling that it will be dismissed by that member of staff.

Whenever a disclosure is made by a child or parent, or identified by an adult, it will be investigated thoroughly as follows:

1. Incident is reported to, or identified by, a member of staff. Class teachers to keep a log of incidents on CPOMS.
2. All incidents will be referred to a senior member of staff.
3. All parties involved will be interviewed separately and a written record made on CPOMS which is reported to the head teacher. Information from witnesses will be obtained.
4. Parents, will be informed (at the Headteacher’s discretion) and may be asked to come to school to discuss the problem.
5. The behaviours must immediately stop.
6. The individual is made aware of what his/her behaviour has done to the victim.
7. The individual will offer an apology and other appropriate consequences may take place. In serious cases, exclusion will be considered. Whenever possible, the pupils will be reconciled.
8. Support will be offered to the victim and efforts made to help re-establish their self-confidence.

## **Methods of Prevention**

Each child in the school will take part in regular understanding of the school rules and worry boxes created in each class.

- Each child and parent will sign a school contract, which sets out expectations of behaviour.
- School Council will discuss
- One Decision lessons - through the curriculum
- Bullying is covered through the curriculum, this may take the form of role play, drama, literature, poetry or stories.
- Peer on peer abuse will also be addressed and reinforced through assemblies, R.E, during Anti-Bullying week each year and Children’s Mental Health Week.





## Signs and Symptoms

Children will not always be prepared to tell those in authority. Staff may need to use their knowledge of a pupil to identify changes in their behaviour that might indicate peer on peer abuse. All adults should be aware that these are possible signs and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- has nightmares
- becomes disrupted or aggressive
- has possessions go 'missing' and money 'lost'
- starts stealing money (to pay bully)
- is frightened to say what's wrong

## Offensive Weapons

1. Any student bringing an offensive weapon, particularly a knife, into school will be excluded. The length of that exclusion is to be determined by the school leadership team, bearing in mind the DfE guidance.
2. The DfE Exclusion Guidance as an appendix to the Behaviour Policy of all schools in the MAT.
3. Clear procedures in the policy around exclusion based on the above
4. Clear contact details for the senior member of staff whose role it is to deal with serious behaviour incidents.

Clear contact details for parents who wish to contact the school in an out-of-hours emergency (monitoring of any answer phone or email address set up for this purpose needs to be clearly assigned to a relevant role)

## [Part 6 – Continuous Improvement](#)

### Training

Training is essential for all staff to learn how to manage emotional and behavioural difficulties. Whole staff training initiatives ensure a consistent whole school approach. Where necessary, specialist training is accessed particularly in relation to the control and restraint of disruptive pupils.

## Appendix 1 – Our Landulph School Behaviour Blueprint

<p><b>Stepped Sanctions</b></p> <ol style="list-style-type: none"> <li>1. Reminder (3 rules) privately if possible</li> <li>2. Caution (outlining behaviour and consequence)</li> <li>3. Last Chance (30 second intervention)</li> <li>4. Cool off (time in Calm den/another class/Thrive room)</li> <li>5. Repair (restorative conversations)</li> </ol>	<p><b>Microscript (30 second scripted intervention)</b></p> <ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At Percy Main, we...</b> (refer to the 3 school rules - ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• <b>See me for 5 minutes</b> after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some 'take up' time.</li> </ul>	<p><b>Restorative Conversations</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
---	--	--

<p><b>Visible Adult Consistencies</b></p> <ul style="list-style-type: none"> <li>• Meet and Greet</li> <li>• First Attention to best conduct</li> <li>• Calm and caring</li> </ul>	<p><b>Rules</b></p> <p><b>Ready</b></p> <p><b>Respectful</b></p> <p><b>Safe</b></p>	<p><b>Over and Above</b></p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Effort</li> <li>• Initiative</li> </ul>
--	---	---