



Positive Behaviour Policy

“At The Pochin School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour”.

Our school values of perseverance, optimism, confidence, honesty, independence and kindness are embedded in everyday life at The Pochin School. They enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a safe and happy learning environment.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on **mutual respect** between children and adults. Therefore, all staff, parent helpers, students etc. must adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. It is important that our Behaviour Code is clear and well known by all children and parents and is **consistently** applied by all staff.

The Pochin School Rules

- **We follow instructions first time**
We don't waste our own or others' time
- **We are respectful to everyone**
We don't interrupt or speak over others
- **We say and do kind things**
We don't hurt others or their feelings
- **We always tell the truth**
We don't hurt others or their feelings
- **We treat our environment and the things in it with respect**
We don't waste or damage things

Celebrating Behaviour

We reward those children who demonstrate our core values and keep the school rules in a variety of ways such as, praise, privileges, house points, certificates and stickers.

Dealing with Behaviour

Emphasis is on choice. The consequences of not following the school rules will follow. These will include:

In the classroom:

1. A clear verbal 'warning' and a reminder of what is expected and which rule has been broken
2. Second warning - Name recorded Class Dojo
3. Third warning - Name recorded on Class Dojo 'time out', miss 5 minutes break or lunch time
4. Fourth warning – Name recorded on Class Dojo and 15 minutes in partner class. Record on Arbor and class teacher to contact parent
5. Fifth warning – child must see Headteacher

In the playground:

1. Step 1: A clear verbal warning and a reminder of what is expected
2. Step 2: Name written on playground yellow card (held on a clip board) to signify 'time out' - 5 minutes standing by the fence/staff member, in the playground or outside the room if wet play (door must remain open)
3. Step 3: Name written on playground red card to signify 'time out' 15 minutes
4. Step 4: Leave the playground to see member of SLT

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

Monitoring

Class Dojo – weekly spreadsheet downloaded

Playground behaviour sheets – these will be monitored on a weekly basis

Daily Monitoring sheet – SLT will monitor daily behavior sheets given to specific children where further support is required.

Half Term Monitoring – SLT will review and monitor all behavior every half term.

Partnership with Parents

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to share regularly with their children so that we can work together to ensure the very best behaviour outcomes for every child.

We want our children:

- To be happy and feel confident in school
- To choose good behaviour all of the time
- To be assertive yet respectful

The staff will actively teach all children that if they are being subjected to unwanted behaviour to say, **"Stop it, I don't like it"**. The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected **to tell an adult about their concerns**.

We want to build on the strong partnership between home and school:

- By keeping you informed of good work and good behaviour
- By letting you know if your child chooses to misbehave repeatedly or acts in a way that seriously breaches our behaviour expectations

Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of physical intervention. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use physical intervention as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Individual Handling Policies

An individual handling policy will be written for children whose challenging behaviour frequently requires physical intervention.

Anti-Bullying Policy

The school operates a proactive approach to creating a culture of high expectations of behaviour for all children and adults alike. It applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school. All members of the school community should report incidents of bullying behaviour.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of school premises and can also consider whether it is appropriate to notify the police or local council. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

School recognises that the bullying of school staff, whether by pupils, parents or other staff will not be tolerated. All members of the school community have the right to come into school free from harassment or bullying.

Definition of bullying behaviour

The school adopts the Anti-Bullying Alliance definition of bullying which is:

- *The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.*

For our children we use the definition from our KAPOW PHSE programme.

- *Bullying is behaviour that is repeated and intended to hurt or frighten someone either physically or emotionally.*
- *A person that is displaying bullying behaviour is someone who hurts or frightens someone over a period of time.*

Through our PHSE curriculum and assemblies, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour.

Different Types of Bullying

There are a number of different kinds of bullying but is it not limited to:

- Physical: Hitting, kicking, stealing, hiding belongings, anything physically unpleasant.
- Verbal: Name-calling, insults offensive remarks, teasing, using language which is threatening, coercive,
- Emotional bullying: rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.

- Indirect: Spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another pupil.
- Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities.

Forms of bullying, including that which includes age, marriage and civil partnership, pregnancy and maternity will not be tolerated by school (as referred to in our Equality policy and in line with the Equality Act 2010).

Additional forms of bullying not tolerated by school:

- Racial, religious, cultural bullying - where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- SEN and disability bullying - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
- Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.
- Homophobic and Biphobic bullying – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.
- Transphobic bullying – relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- Sexual bullying – can relate to the target's gender or body, this can have a sexual and/or sexist element.

What should the children do if they think they are being bullied or witness bullying?

- Tell an adult - this should be their teacher, parent/carer, or any other adult in school.
- Write or draw about the incident and put it in the class Worry Box if they feel unable to share verbally. What should parents and staff do about bullying?

Parents should:

- Talk about the definition of bullying to their child and try to establish the facts.
- In the first instance speak to the class teacher, who will then inform a member of the Headteacher.

The Headteacher, Miss Evans, has the lead responsibility for incidents involving bullying.

School staff should:

- Be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy, supporting the child who is being bullied by offering reassurance and support to help restore their self-esteem and confidence.
- Spend time talking to the child identified as displaying bullying behaviour, discussing the incident and explaining why their actions were wrong.

If a staff member becomes aware of any bullying taking place between members of a class, they must deal with the issue immediately and inform the Headteacher.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. Teachers should record incidents managed within the behaviour policy on Arbor. When the Headteacher leads on a case, this will be recorded onto CPOMs in the appropriate section.

How will school deal with an incident?

School will always endeavour to work with both parties involved to offer support and change behaviour.

1. If bullying is reported or suspected, the member of staff who has been approached (either by a parent, child or staff member) will respond to the incident immediately.
2. A clear account of the incident(s) given by the parent, child or staff member will be recorded onto blue concern form and the Senior Leadership Team will be informed immediately.
3. The Headteacher leads the case and gathers further facts and information if/where necessary. They will create a Risk Assessment. Parents are informed if they are as yet unaware.
4. All parties agree ways forward, and consequences are used where necessary and in line with relevant policies. Restorative conversations are had with both the young person displaying the bullying behaviour and the target of the behaviour.
5. A review meeting is planned and a date is set.

If a problem persists, the school will seek advice from the appropriate external agencies.

Extreme cases may result in a fixed-term suspension from school, for instance, if a serious act of violence is committed against a pupil.

Proven bullying incidents will be logged and monitored to identify trends or issues that are arising.

What will the school do to stop bullying?

In order to reduce bullying incidents as far as possible, the school will ensure that the children receive the following proactive steps:

- A PSHE curriculum which provides children with the opportunity to acquire the knowledge and understanding of healthy relationships and behaviour as well as an increasing understanding of the implications for when people choose not to be respectful towards each other.
- Assemblies throughout the year to focus on key elements around developing their understanding of key concepts linked to anti-bullying including: friendships, mental health, British values and the impact of bullying.
- Engage in local and national initiatives such as Anti-bullying week.
- Provide opportunities for children to voice their opinions and concerns through pupil council and pupil ambassadors on a whole school level.
- Provide opportunities for children to voice their opinions and concerns on a personal level such as class listening boxes, ELSA and counselling.
- Uphold a culture of ongoing monitoring and professional curiosity where changes to children's general wellbeing and behaviour are noted, monitored and acted upon in a timely manner.
- Promote a culture of positive relationships and behaviour in school.
- Promote and model the school's values.
- A safe space at break and lunchtimes to be used if needed. All children are encouraged to speak to any member of staff during break and lunchtimes if they feel they are being bullied or have witnessed bullying.

As part of our regular safeguarding training, all staff will receive regular policy updates and anti-bullying training. Further training and information regarding anti-bullying is also available on the monthly staff The Pochin School Safeguarding briefing.

This section of the behaviour policy is reviewed every two years in consultation with our school community of parents/carers, staff and children.

Links with other Policies

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the Behaviour Policy.

- Child Protection Policy
- E Safety and Acceptable Use Policy
- Equality Policy
- PSHE Policy
- Complaints Policy

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