

'Leap into a pool of learning'

Sennen School Behaviour and Anti-Bullying Policy

Adopted: Summer 2021

To be reviewed: Summer 2022

Signed by.....(Chair of governing body)

Date:.....

Signed by.....(head teacher)

Date:.....

Contents

1	Rationale and Context	2
2	Ethos	2
3	Trauma informed schools Approach	2
4	What does good behaviour look like?	2
5	Modelling good behaviour	2
6	Positive behaviours and rewards.....	3
7	Proactive behaviour management	3
8	Restorative and directive strategies	4
9	Positive directive behaviour management strategies	5
10	Behaviour management flow diagram.....	5
11	Negative behaviours and logical consequences	6
12	Reporting and tracking.....	6
13	Fresh start	7
14	After school clubs.....	7
15	Evaluation and review of the policy.....	7
	Appendices 1 - 9	pages 8 - 16

1 Rationale and context

At Sennen school behaviour is good; pupils are frequently responsible, polite and kind and the majority take pride in their learning. Where behaviour is less than good, it is usually outside the classroom in the corridors, playground or at lunch time. This shows us that we need to work on developing pupils' self-control during these less-structured times of day as well as improving behaviour for learning so that pupils demonstrate their enthusiasm and readiness to learn during lessons. In the past pupils, staff and parents have felt that behaviour has been inconsistently managed at Sennen, reflecting varying expectations and approaches from different adults across the school. This has led to the creation of our new behaviour policy in which pupils, staff and parents have a clear shared understanding of expectations leading to a school culture where behaviour is consistently good-outstanding.

2 Ethos

At Sennen we aim to foster a culture of independence. We encourage and support the children to make positive choices through good behaviour management and quality PSHE, circle time and assemblies. We aim to deal with negative choices using logical consequences and restorative practices where appropriate. As a whole staff we understand the importance of consistency; our pupils have told us that they would like our staff to be positive, calm and supportive but most of all fair. We understand the importance of a positive home-school relationship and believe that behaviour is best when we are all working together supporting each other's choices.

3 The Trauma Informed Schools (TIS) approach

Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. The TIS Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help the school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help them re-engage with learning and life.

Unfortunately, like all of us at some point in our lives, children may face challenges that knock them off course. What is needed then is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra.

Children who need a little bit of extra help are identified through our whole-class screening process, by class teachers, or through communication with families or outside agencies. For some children there may be an obvious reason why they need a bit of extra support. This might be bereavement, family breakdown or an identified medical condition such as ADHD. For others, there can be no obvious trigger as to why they are finding some aspects of school and/or home life difficult. Working closely with parents and class teachers, our TIS trained staff, will carry out full assessments to identify children's social, emotional and behavioural needs. This helps us to build a bespoke TIS Action Plan of activities to support their needs.

4 What does good behaviour look like?

In order for pupils to be able to make good choices, they need to understand what good

behaviour looks like. We have created a visual behaviour chart with pictures illustrating different types of behaviour (appendix 1). The chart is divided into 4 sections:

- Gold – outstanding behaviour. Well-behaved pupils can aspire to get into the 'golden zone'
- Green – good behaviour. It is expected that the majority of pupils will be in the 'green zone' for the majority of time
- Yellow – low-level negative behaviour e.g. calling out
- Red – more serious negative behaviour e.g. swearing or fighting

5 Modelling good behaviour

We understand that in order for the children to be reflective, respectful and active learners, they need to be surrounded by good role models. At Sennen we have 5 values; respect, teamwork, resourcefulness, reflectiveness and resilience. These are embedded into all areas of school life and are praised weekly through the giving out of certificates in celebration assembly. Our staff are encouraged to identify areas for development within their own class and tailor circle time and PSHE sessions to support children in this area. Where appropriate, staff are also encouraged to have a behaviour focus for the lesson to target specific curriculum needs.

6 Positive behaviours and rewards

Rewards for good choices at Sennen can be both individual and collective. When children demonstrate individual positive behaviour they may be rewarded by:

- Gold slip home
- Raffle tickets where reading books are the prize
- Teacher's own rewards e.g. sticker chart, raffle tickets, chance cards, Dojo points etc.

Collective rewards are equally important to encourage teamwork. Classes have a 'whole class reward system' that they can build up and use for a reward of their choice. Class teachers have their own systems for this which include pom-pom and marble jars and whole class dojo points.

7 Proactive behaviour management – preventative strategies

Creating the right climate within the school - a philosophy:

All the children who attend this school must feel wanted and that they, as individuals, have a part to play at Sennen School.

This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians, visitors and governors, depend on them to behave in a mature, well mannered and respectful way. Of course, this is not a one way process and children need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect.

Children, parents and guardians should be greeted with a warm welcome each day, setting the right tone for the rest of the day's events.

Good manners cost nothing and children, and grown-ups alike, should use them within the contexts of this school at all time.

At Sennen, staff endeavour to explore the underlying reasons behind pupils' behaviour, including reflecting on their own teaching approaches. By recognising patterns or triggers, staff can reduce or prevent misbehaviours from occurring in the first place.

Some simple preventative strategies include:

- Creating a line order (if the class often misbehaves in the line or in assembly)
- Creating a seating plan so that pupils sit next to positive role models
- Organising resources in the classroom/ensuring lessons are well-resourced so that there is not an opportunity for children to misbehave
- Having discrete 1-1 conversations with individual pupils if changes in behaviour are noticed
- Redirecting pupils/removing them from a situation before it escalates
- Offering time out or reflection time before behaviour escalates
- Ensuring lessons are well-paced and challenging enough for all pupils
- Having extension tasks prepared for early finishers
- Giving 'closed' preferred choices – e.g. "You can put your toy in your bag or on my desk"
- Using individual reward charts with specific pupils

8 Restorative and directive strategies

At Sennen we recognise that different types of behaviours need to be handled in different ways. We use both restorative and directive strategies, depending on the nature, severity and frequency of the behaviour.

Restorative conversations are important in helping pupils recognise and take responsibility for their actions. A restorative approach is usually used when the behaviour involves others, for example if a child has upset or hurt a friend or damaged someone's property. Time spent 'restoring' the situation will help reduce the likelihood of the child repeating the behaviour in the future. The pupil will have a chance to explain their side of the story and will be listened to by the adult helping them. Restorative conversations focus on choices and the future – making the situation better so the child(ren) can move on. Restorative behaviour management can be time-consuming and it is important that adults use their discretion regarding when these conversations take place and for how long, so that learning time is not compromised.

Directive approaches are used for low-level behaviours, where a pupil is not adhering to school behaviour expectations. The adult will 'direct' the child and there is not a need for a restorative conversation which may take up valuable learning time. Directive approaches are quick and do not involve a dialogue with the pupil.

The table below gives some examples of when either approach may be taken. However, this is not exhaustive and sometimes an adult will use a combination of the 2 approaches, depending on the context.

Restorative	Directive
Fighting Friendship problems Arguing with friends Not sharing Using bad language Racism, sexism or homophobia Spoiling someone's work or damaging property	Running in the corridor Calling out during a lesson Being silly during assembly Answering back Slouching/rocking on chair Fiddling or whispering when the teacher is talking Scruffy presentation of work

9 Positive directive behaviour management strategies

Our aim is for all children to remain on 'green' and strive for 'gold'. Children need to feel that the teacher has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection helps to ensure that children are encouraged to make the right choices. In order to facilitate this our staff use positive redirection tactics, listed below from least to most intrusive.

- Tactical ignoring for a short period of time
- Tactical pausing – a pause emphasises attention and focus
- Non-verbal cueing - A clear, discussed cue that gives a message
- Name reminder - Integrate name into teacher talk
- Proximity praise - praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
- Reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well these children are filling their buckets with sand".
- Moving towards the child
- Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief
- Rule reminder - Could ask a question 'What is our rule for?'
- When.....then - Keeps focus on the desired outcome whilst allowing pupil to see the next steps
- Partial agreement- Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Repetition- I would like you to..... The rule is.....
- Direct questions - 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child
- Directed choices - Within known rules or routines- refer back to rights roles and responsibilities
- Assertive comment / direction / command

10 Behaviour management flow diagram – when negative behaviour escalates

The whole staff will follow the behaviour flow chart as shown in appendix 2. This clearly outlines each behaviour and the consequences and actions for making both positive and negative choices.

We have chosen to use a visual behaviour chart (see appendix 1). This is a visual document that shows the direction of positive and negative behaviours so that the children are able to track their own behaviour and independently decide what positive changes they need to make. The images that we have used are multicultural and colourful. They are also tailored to any age and ability so are accessible to all. The images will also be used as a tool for reflective discussions to initiate conversation and break down the barrier. Often when young children feel angry, they find it difficult to talk, so the behaviour chart also allows them to point to pictures and choose their next step non-verbally if they are not ready to talk.

We do not wish to publicly shame pupils for making incorrect choices. Staff will keep their own records of any children who have been moved down to yellow or red to ensure they remain consistent.

There will also be a central log of behaviours so that we can look at an individual pupil's records, regular trigger times etc. this log can also be used to follow thought on the behaviour flow chart in appendix 2.

11 Negative behaviours and logical consequences (see appendix 2)

If the positive reinforcements are not successful and a child makes poor choices that result in negative behaviours, the staff will follow the flow chart shown in appendix 2. Each class will have its own time out / reflection area that will contain:

- A copy of the behaviour chart
- Writing materials
- Reflective questions

Where reflection needs to take place after a yellow slip, children will be sent to identified classes (see appendix 3). This is not hierarchical, just another adult that a child can reflect with in order to improve behaviour.

When having a reflective discussion, adults will be encouraged to use the 'cheat sheet for reflective talk' (see appendix 4). The aim of this is to provide consistency and fairness in how behaviour is dealt with. The child will fill in a yellow or red reflection slip (see appendices 5 – 8) that will go home to parents so that they can support their child in making correct choices and be fully informed about their child's behaviour at school.

We believe that logical consequences should be given to pupils so that they have an impact on behaviour. For example, bad manners in the hall should mean they help the lunch staff in cleaning the hall, bad behaviour at playtime should mean that they miss playtimes. These consequences should be decided by the staff directly involved and logged on the slips as a record.

12 Reporting and tracking

As a school we have realised that time can be wasted when a behaviour incident is passed from one adult to another, due to a lack of information. For example, it can take a long time to establish the facts through questioning the child or the adult accompanying them. Yellow and red slips are used, therefore, to establish the facts and provide a written record of the incident.

They also ensure that the behaviour policy is being applied consistently e.g. a child should not be sent to the head teacher without first having received a red slip. It is therefore important that the sending teacher ensures the slip has been completed properly, so that the receiving teacher/other adult has all the information they need to deal with the incident fairly and consistently with minimal disruption to their own class.

All yellow and red slips are collated by the class teacher and recorded using a spread sheet (on the school shared area). This enables us to identify patterns or trends in negative behaviour so that the school and family can work together to support the child in improving their behaviour. These can also be used as a discussion tool at parents evening, pupil progress meetings and individual behaviour meetings.

The behaviour log is reviewed termly by the head teacher. The purpose of this is to identify specific behaviours relating to each class and cohort so that measures can be put in place to reduce and address key behavioural concerns relating to that specific year group/ class or individual pupils. It also provides insight into when negative behaviours are taking place and by whom to build up a bigger picture of behaviour across the school.

13 Fresh start

We believe that a fresh start is an important part of behaviour management. Every child will start the day on green, regardless of the previous day, and any consequences will be carried out within 24 hours of the incident as much as possible, which can sometimes mean playtime the next day.

14 Extended day and after school clubs

Whilst we recognise that after school clubs should be a fun and exciting part of our school day, it is important that good behaviour is maintained. Staff will follow the same procedures during their club sessions. If a child displays two red behaviours they will no longer be able to attend. If a child displays yellow behaviours on 3 occasions, they will also no longer be able to attend.

15 Bullying behaviours

The Anti-Bullying Alliance defines bullying as: "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."

Bullying behaviours will not be tolerated at Sennen School. All incidents will be dealt with promptly and thoroughly. It is important to establish, as well as possible, the facts behind any accusations and staff will make every effort to speak to all pupils concerned. We will always try to reach a conclusion that is satisfactory for all concerned but the important outcome is for relationships to be improved and any bullying behaviours to be changed.

Any reported incidents of bullying are to be logged using 'Bullying Incident Report Form', available in the office. All parents will then be informed and invited to a meeting to

discuss their child's involvement and next steps.

16 Temporary and Permanent Exclusion

Staff will make every effort to help those children who have difficulties with their behaviour. Pupils who commit serious actions of poor behaviour or display continued general poor behaviour may be excluded for a fixed time at the discretion of the headteacher. This would usually happen after all other measures to manage and improve a child's behaviour had been exhausted. The parents would be informed; the action would be put in writing and the Chair of Governors and the local authority informed.

Pupils who commit serious actions or poor behaviour or display continued general poor behaviour may be permanently excluded. This would usually follow a period of temporary exclusion and a return to school. The parents would be informed; the action would be put in writing and the Chair of Governors and the local authority informed.

17 Appeals

Parents have the right to appeal against a decision to permanently exclude their child from the school. A written appeal should be sent to the Chair of Governors within 7 days of the exclusion and the appeal would be presented to the Appeals Committee at the earliest possible date. If the exclusion is up-held then the parents have the right to appeal to the Local Education Authority.

18 Evaluation and review of the policy

An important part of the successful implementation of a new policy is regular evaluation, feedback and review. Throughout the academic year there will be regular opportunities for pupils, staff, governors and parents to review the new policy and work in partnership to ensure its success.

This policy will be statutorily reviewed every 2 years by the Full Governing Body.

The next review is due: Autumn Term 1, 2023.

This policy is to be read in conjunction with the *Anti-Bullying & Anti-Social Behaviour Policy*.

Appendices

Appendix 1 – Behaviour chart with pictures (page 8)

Appendix 2 - Flow diagram (page 9)

Appendix 3 – Behaviour 'Time-out' classes (page 10)

Appendix 4 - Conversation cheat sheet (page 11)
























Appendix 5 – Yellow reflection slip (page 12)

Appendix 6 – Red reflection slip

(page 13)

Appendix 7 – Gold slip (page 14)

Appendix 1 – Behaviour chart with pictures

 <p>Enthusiastic and keen to learn</p> <p>enthusiasm</p>	 <p>Completing work with pride</p> <p>resourcefulness</p> <p>achievement</p> <p>resilience</p>	 <p>Extending own learning</p> <p>enthusiasm</p> <p>resourcefulness</p> <p>resilience</p>	 <p>Being a role model to other children</p> <p>respect,</p> <p>kindness</p>	 <p>Responding positively to difficult situations</p> <p>resilience</p> <p>achievement</p>	 <p>Helping others</p> <p>teamwork</p> <p>respect</p>
 <p>Focusing on tasks</p> <p>reflection</p> <p>resourcefulness</p> <p>Resilience</p> <p>achievement</p>	 <p>Working well within a group</p> <p>resourcefulness</p> <p>teamwork</p>	 <p>Taking care of self, others and equipment</p> <p>respect</p>	 <p>Moving sensibly around the school and being kind to others</p> <p>respect</p>	 <p>Being polite to adults and children</p> <p>respect</p>	 <p>Showing kindness and respect</p> <p>respect</p> <p>teamwork</p>
 <p>Continually off task</p> <p>resourcefulness</p> <p>self-control</p> <p>resilience</p>	 <p>Being rough</p> <p>respect</p> <p>self-control</p> <p>reflection</p>	 <p>Interrupting learning or spoiling work</p> <p>resilience</p> <p>respect</p> <p>reflection</p>	 <p>Running or shouting in school</p> <p>respect</p> <p>self-control</p>	 <p>Being rude or dishonest</p> <p>respect</p> <p>self-control</p> <p>reflection</p>	 <p>Ignoring instructions</p> <p>self-control</p> <p>resilience</p> <p>reflection</p>
 <p>Swearing, rude language or shouting at an adult</p> <p>respect</p> <p>self-control</p>	 <p>Leaving the class/ taking something without permission/ damaging school property</p> <p>Self Control, respect</p>	 <p>Fighting or deliberately hurting someone</p> <p>resilience</p> <p>self-control</p>	 <p>Racist behaviour or being hurtful to someone</p> <p>respect</p>	 <p>Bullying</p> <p>respect</p> <p>self-control</p>	 <p>Being dishonest or refusing to have a reflective conversation</p> <p>self-control</p> <p>respect</p>

Appendix 2 - Flow diagram



Appendix 3 – Behaviour 'Time-out' classes

Timeout Classrooms

Aire children go to Longships

Brisons children go to Longships

Longships children will go to Cowloe

Cowloe children go to Aire

Appendix 4 - Conversation cheat sheet

Sennen Character Conversation Cheat Sheet					
If a child is struggling to show...					
Self-control / Respect	Resilience	Enthusiasm / Achievement	Kindness	Gratitude	resourcefulness
Starter: We need to talk about the importance of self-control and respecting others' in school. Self-control is when you are in charge of your body, your actions and your mind. Respect is when you take into consideration the feelings, thoughts and rights of another <u>person</u> .	Starter: We need to talk about the importance of perseverance. Perseverance is when you keep trying even though things may seem difficult.	Starter: We need to talk about the importance of enthusiasm/ achievement. Enthusiasm is when you complete a task with great enjoyment. Achievement is always giving your best and completing something with success.	Starter: We need to talk about the importance of kindness. Kindness is when you show that you care about other's wellbeing. Kindness is when you show love to others.	Starter: We need to talk about the importance of gratitude. Gratitude is when you show that you are appreciative of things around you. You might show you care about... 1. taking care of yourself 2. taking care of other's feelings 3. taking care of property	Starter: We need to talk about the importance of resourcefulness. Resourcefulness is the act of turning new and imaginative ideas into reality. It is important because sometimes we have to tackle problems or difficulties in a different way.
Cut to the chase I see from your teacher's note / reflection card that _____ happened.					
Question: What choice did you make? Did that choice show others that you have ____? KS1: How did your choice make others feel? or When you made that choice, others probably felt _____. KS2: What message did your choice send to others? or When you made that choice, others might have got the message that _____.					
Reflection: What choice could you have made? Give list of choices if child is struggling. How would that choice have changed things/changed the situation?					
Logical Consequences/Next Steps In time out, the child should...					
Self-control / Respect: <ul style="list-style-type: none"> Fix what has been broken (you break it, you fix it) Show me you can ___ for ___ minutes. Give a strategy to enable self – control Clench and release fist Take deep breaths Count backwards from 10 Visualise a happy place Think about how you should treat others / school equipment and why this is important for our school environment. 	Perseverance/ Enthusiasm: <ul style="list-style-type: none"> Apologise to yourself for letting yourself down Self-talk, think of a 'pump up' phrase and practise it together Remind of a recent success and how it made you feel inside Remind of end-goal (what do I want to achieve?) Remind of target Tell an inspiring story, fable or relate experience to a motivational person Set a small goal and ask child to come back when it has been achieved Remind of small steps that are needed to achieve a big goal (reduce anxiety) Think of reasons why it is important to work hard and always try your best. Think about how they can go back to class and turn the situation around. 	Kindness: <ul style="list-style-type: none"> Writing a letter of kindness to person hurt Discuss importance of self-regulation and how we need to cope with own feelings before talking with others Use self-control techniques if needed Talk about long-term effects of kindness or mean actions Have child visualise all the great things that could happen with kindness Discuss the Golden Rule 	Gratitude: <ul style="list-style-type: none"> Write a letter of apology for actions Think about why it is important to use our manners when we communicate with others. How does using manners or being thankful make others feel? Discuss future, ask child about goals and importance of respect/gratitude in those goals. Act out with a puppet 	Creativity: <ul style="list-style-type: none"> Excite child and narrate the amazing things that come with great thinking Name great achievements from athletes/musicians/ academics Remind child how it feels to be curious and discover things Remind of a discovery on a trip and how good it felt How could we do things differently next time to change the outcome of our actions? 	

More thorough reflection questions:

- What were you feeling when you made that choice?

- How able were you to think when you made that choice?

- Were you feeling any sensations in your body when you made that choice?
- How do you feel now?
- How would you like to feel now?
- What could you do differently next time so that you don't feel so... ?
- How could you give yourself time to think about your choice in the future?
- What could you notice in your body or thoughts that might help you stop and think for a bit?
- How might it feel for you to have more_____self-control/respect/perseverance/enthusiasm/kindness/creativity?
- What does it feel like to achieve in something?
- How might having more self-control/respect/perseverance/enthusiasm/kindness/creativity affect yourself and others?
- How does it feel when others show you self-control/respect/enthusiasm/kindness/creativity?

Appendix 5 –Yellow reflection slip

Yellow Reflection Sheet (KSS2- Child to complete, KSI- Adult to complete)

*ONLY complete when the child has regained rationality

Name of Child:

Date:



Who was involved?

.....

What happened?

.....

.....

How did I feel at the time (Circle the Number)?

0		Feeling like I'm going to explode- I need help to calm down
1		Feeling angry- I need to calm down
4		Feeling anxious- something is bothering me
7		Feeling fine- everything is OK
10		Feeling happy- things are going well

Why did I feel like this?

.....

.....

.....

.....

How did I make others feel at the time (circle the words)?

Angry Scared Worried Frustrated Upset Threatened Relaxed Anxious Intimidated

Who do I owe an apology to and why?

.....

.....

How could I have done things differently?

.....

.....

What is the consequence of my actions?

.....

Signed (Child):

Signed (Adult):

Appendix 6 – Red reflection slip

Red Reflection Sheet (KS2- Child to complete, KS1- Adult to complete)

**ONLY complete when the child has regained rationality*

Name of Child:

Date:



Who was involved?

.....

What happened?

.....

How did I feel at the time (Circle the Number)?

0		Feeling like I'm going to explode- I need help to calm down
1		Feeling angry- I need to calm down
4		Feeling anxious- something is bothering me
7		Feeling fine- everything is OK
10		Feeling happy- things are going well

Why did I feel like this?

.....

.....

.....

.....

How did I make others feel at the time (circle the words)?

Angry Scared Worried Frustrated Upset Threatened Relaxed Anxious Intimidated

Who do I owe an apology to and why?

.....

.....

How could I have done things differently?

.....

.....

What is the consequence of my actions?

.....

Signed (Child):

Signed (Adult):

Appendix 7 – Gold slip

Name: _____ Date: _____



Outstanding Character Certificate



Today you made excellent choices! You really helped yourself and others learn.

Today, you showed...



Self-control



Perseverance



enthusiasm



respect



creativity



Teamwork