



**Truro and Penwith**  
Academy Trust



## Blackwater Community Primary School

School Behaviour Policy 2020  
Amendment in response to Covid 19

Blackwater School has reviews Annex A (Behaviour Principles) of the Planning Guidance for Primary Schools issued by the Department of Education.

## **School Behaviour Policy**

Reviewed: January 2020

Date of next review: January 2021

The practical aspects of the Policy detailed below were designed by the staff, governors and students.



At Blackwater School we are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

As a Thrive School we use our understanding of social and emotional development and learning as part of all our approaches to all learning and in our responses to behaviour. We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. Building self-awareness, as well as being self-aware and providing positive role models as adults, is at the heart of this.

We approach people differently to help guide them all to fulfill their optimal potential.

## Aims

At Blackwater School we strive for;

Our Children to be:

- Happy, Confident, Resilient, Tolerant, Independent, Empathetic, Kind, Thoughtful, Positive, Playful, Safe, Sensitive, Respectful, Explorative, Imaginative and Individual.

Our Staff to be:

- Inspiring, Supportive, A Good Role Model, Professional, Trust Worthy, Approachable, Honest, Sensitive, Empathetic, Enthusiastic, Passionate, Fair, Nurturing, Positive, Forgiving, Patient, Open, A Facilitator, Child Centred, Understanding, Respectful and Consistent.

Our Environment to be:

- Welcoming, Safe, Happy, Engaging, Inspiring, Caring, Challenging, Nurturing, Calm, Organised and Inclusive.

Our Parents to be:

- Loving, Respectful, Caring, A Good Role Model, Open, Supportive, Communicative, Child Centred, Approachable, Responsive, Understanding, Helpful, Responsible and Nurturing

## Approaches and Procedures



### ▪ High Five

All children follow our 'High Five' ethos at Blackwater School and we encourage this by:

- Weekly Assemblies with a High Five theme, to celebrate and encourage the positive behaviours as well as a weekly achievement assembly to celebrate the children's learning.

### ▪ Expected behaviours

As a school we understand that social skills are acquired throughout life and that different situations require different skills. Each child requires an extensive bank of skills for the present and for the future. We strongly believe that social skills can and should be an important part of our curriculum.

Expectations are as follows:

- Shares during break time
- Shares during work activities
- Shows co-operation in group work
- Shows respect for authority figures
- Shows respect for property
- Develop self-control
- Understands they are responsible for their own actions and behaviour
- Interacts with a range of children
- Accepts people of different races
- Accepts limitations of others
- Avoids ridiculing others
- Accepts help from others
- Avoids fighting
- Actively seeks friends
- Practises honesty
- Is punctual
- Uses time effectively
- Practises good table manners
- Requests politely rather than demands
- Understands about expected behaviour in specific places in school
- Meets and greets friends sensibly
- Uses simple expressions of courtesy
- Maintains eye contact when communicating
- Does not interrupt someone's conversation

▪ **High Quality Teaching**

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Programmes of Citizenship and PSHE, (Personal, Social, Health Education) for example KS2's Walk Tall Programme, are used to enrich opportunities which are part of all areas of school life and learning;
- For whole class, termly, THRIVE screenings and online tools are used to enable a strategic response to individual, group and cohort development, and therefore plan next steps and relevant ways of teaching.
- Staff to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- Accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
- Plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of support

- Know what the pupils believe they can do i.e. self-esteem, self-image and adjust their expectations accordingly, while still encouraging our high expectations.
- Know what motivates each pupil and use it to help him/her achieve
- Carefully plan lessons to ensure that we meet each pupil at his/her point of learning
- Give the pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- Praise the pupils for their specific achievements i.e. descriptive praise
- Actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc
- Supporting pupils appropriately may require adults to develop and employ new skills with continuing CPD.

▪ **Personalised SEN support**

- For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate personalised, scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all (Individual Thrive action plans and/or Behaviour care plans).
- Personalised support to be shared and agreed with all members of staff, pupils and parents.
- Where necessary we use play therapy and one to one Thrive sessions to promote wanted positive behaviours and shine the light on other behaviours.

▪ **Unstructured Times**

Social times are an important part of our school provision as they develop social skills, give children the opportunity to interact, build tolerance and inclusion and be healthy. During these times we hope children enjoy and take ownership of positive play and relax. It also gives them the opportunity to explore and play with adults and peers in a less structured, positive environment whilst applying choice and preferences.

This is achieved by:

- Tailored resources from the 'Rainbow' shed to encourage positive social interaction and preference.
- Activities to be supervised by staff or peer leaders.
- "Go and show" cards for specific individuals on a behaviour plan, all staff (including supply staff) to be aware of the children who have these.
- School council wear high visibility jackets and role model expected behaviour.
- A calming bench with specific resources is used for those children that need to regulate themselves before they are able to re-join their peers.

## Relationships

The quality of our relationship with our pupils is crucial. Each adult is a significant adult for our pupils. To foster successful enabling relationships we, as staff, need to:

- Actively build trust and rapport
- Demonstrate belief in the pupil – that s/he can succeed. Let the pupil know this
- Treat the pupil with dignity and respect at all times
- Listen respectfully to the pupil, and make a judgement about how/when to respond
- Enjoy his/her company – have fun together, where and when appropriate
- Hear the message behind the word/behaviour; ask ourself why the pupil is behaving in this way – there will always be a reason; all behaviour is communication.
- See things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school.
- Keep our word – do whatever we say we will do
- Tell the truth at all times – never lie to a pupil
- Look for the good in the pupil – identify it with the child and build on it.
- Apologise if we make a mistake – we are modelling this for the pupil and will earn respect
- Name and manage our own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times.
- Firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others. ADULTS REMAIN IN CHARGE IN A POSITIVE ENVIRONMENT
- Encourage wider members of the community to become role models within the school through assemblies, class talks, trips and volunteer helpers. All members of our wider community have read and adhered to our school policies.
- Mentor System – All children at Blackwater are encouraged, with the help of parents/carers, to make an informed choice of an adult Mentor. This Mentor will be the adult that the child turns to first(at school), to help solve problems that have become too overwhelming for them to deal with themselves, or maybe to ask advise, or gain comfort. The Mentor can be accessed at break/lunchtimes, or a request to meet can be lodged in the staff members' pigeon hole, via Mrs Courts. Scheduled Mentor meetings will also be held throughout the year.

### **Good Relationships between pupils is encouraged by:**

in class activities, house group activities, positive playtimes, friendship bench, buddy systems for learning and play, team building activities and role modelling

### **We maintain positive relationships with parents/carers by:**

Open, honest and informed communication about both positive and negative behaviour, regular updates about school diary via website/newsletters/emails, regular FLY days(Family Learning), termly

Meet the Teacher weeks, written commendations/certificates for work or positive behaviour

## Rewards and Consequences

Throughout all our responses to behaviour we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, whenever possible, in agreement with and consult fully on actions and next steps.

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement. Thrive, RAISE and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

### Rewards

- We notice and reward positive behaviour, being specific about what is being rewarded.
- Within our Early Years Foundation Stage positive reinforcement is a constant part of our provision, offered through attentive observant adults adult and relationship, smiles, descriptive verbal praise, and stickers.
- In all classes there is a consequences chart where the children can earn a marble and gain a (non-monetary) treat for the whole class. When any praise - is given as a reward, adults are reminded to give explicit reasons and consider the powerful message provided through language used.
- A written commendation, sent home, is an excellent way of recording descriptive praise and reinforces our partnership with parents and provides opportunity for them to notice and join in with praise. Children enjoy having these read back to them and reviewing the occasions when they have been noticed.
- Head Teacher stickers are given when children are working hard and have a good behaviour for learning.
- Learner and Citizen of the week is given to children in all classes to promote behaviour. This is also awarded in our weekly achievement assembly and displayed in each class as well as on the newsletter. These children also get a hot chocolate with the head teacher in her office.

### Consequences

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the pupil. For children with Behaviour Plans (and on some other occasions) the consequence may not be immediate, but will happen when they are able to acknowledge it.



- Consequences Ladder (as seen in the visual) This ensures there is a consistent approach to unwanted behaviour.

- For unwanted behaviours within our Early Years Foundation Stage an adapted version of the consequences ladder is used.
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- Shining the light on unwanted behaviours helps children learn from their mistakes/discharge behaviours and reminds children of the behaviour we desire, as a school
- Reparation - We believe that pupils should always be given the opportunity to repair, and that they want to do this. We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.
- Class Exclusion may be used in order for the rest of the class to maintain their learning – work will be taken to another classroom, break might be at a separate time to peers
- Reflection room is used daily for low level class disruption. This give the child time to reflect during lunchtime. It uses a thinking sheet for them to record their ideas on how to improve. The headteacher leads this.
- Out of school exclusion may be used for repeat offenders or serious incident – see serious incident section
- If challenging behaviour persists we have a flow chart to support next steps.
  1. 'Solution circle' with adults working closely with the child.
  2. 'Star Chart' for two weeks to build resilience and change the spiral.
  3. Behaviour Plan written with parents, teachers and head teacher in a six week cycle.
  4. Behaviour contract to support a very structured routine.



Examples of unwanted behaviours – distracting others in class, refusal to do task, rudeness, not respecting resources, not respecting peers/staff, teasing/ridiculing, bad table manners during lunchtime,

## Serious Incidents

Serious incidents are rare, but can happen in any school. Incidents which super-cede the normal sanctions are below. These may include a school initiated internal exclusion, where a child must undertake their learning away from their peer group.

Fixed Term or Permanent Exclusions:

If a child deliberately commits (with intent) any of the following they may be given an immediate Fixed Term or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage to school property
- Sexual misconduct



- Theft
- Persistent disruptive behaviour

It must be remembered that some children (especially those on the Thrive Register) may display some of the above as 'discharge behaviours' and are not in control of themselves at this point. These children will need to be approached in a way which differs from this policy, using the VRF's and dealt with over a longer period of time, with cooperation from parents/carers.

Fixed Term Exclusions may be either Internal, where they will be registered with the Local Authority and require the child to be in school, but learn in different spaces from other pupils, or External where we require the pupil to undertake their learning off site. Following any exclusion the pupils and parents will be called to a meeting in school to agree a Behaviour Support Plan and set a review date.

#### Addendum

To be compliant with the Equality Act 2010, chapter 4, sections 4.1-4.3 and in line with the exclusions guidance, September 2017, sections 12, 16 – 25

Children with EHCP's SEND or Thrive behavior plans will have differentiated (showing reasonable adjustment) sanctions and consequences, so as not to discriminate; e.g. fixed term exclusions will be reduced to 1 day instead of 3 days.

### Thrive

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience

At Blackwater we use Thrive for all pupils age appropriately woven within and across the day as '**right time learning**'. This is within class, led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. Thrive is also used in response to identified or emerging need for an individual or group as '**key time learning**'. In these cases the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme. Our THRIVE base, 'My Space', is our hub for THRIVE provision, facilitating and offering supportive programmes for pupils in a variety of ways across the school day, eg play therapy, 1-1 activities, small group work.

We keep the children aware of Thrive with a weekly assembly in which we discuss brain science, examples of behaviour wanted and unwanted and celebrate Golden tickets and positive social skills.

- Find out more about THRIVE at: [www.thriveapproach.co.uk](http://www.thriveapproach.co.uk)

### Monitoring/Evaluation

Where any pupil requires a consequence or exclusion, these will be recorded and kept on file so that they can be monitored by senior leaders and Governors, in order to develop the school's response and future support. A behaviour review

will take place at least annually to scrutinise the effectiveness of the school's approaches. Parents will be informed of the Behaviour Policy and we send home a home/school contract which has the school rules, rewards and consequences highlighted. We ask parents to discuss them with their children, sign it and return it to school. Staff will support parents with behaviour management through following school practice at home.

- Each incident will be logged on the schools safeguarding system (CPOMS)
- The child's response and action taken will be included in this log.
- If the behavior continues the Headteacher will ask for a meeting with the parent and class teacher.
- CPOMS will be used to monitor a child's behavior and find patterns, to help us assist the child in making better choices.
- The Senior Leadership Team will primarily be responsible for monitoring the effectiveness of this policy and practice. However, all staff working in school have a responsibility to praise, challenge and record behaviour in all areas of school throughout the day.
- Supporting pupils appropriately may require adults to develop and employ new skills
- The policy will be formally reviewed before the start of each new school year. The Governing Body will be invited to nominate a link-governor to participate and contribute in all these procedures.

### **Appendix 1**

Safe touch policy

### **Appendix 2**

Home/School Agreement

### **Appendix 3**

Behaviour strategy overview

## **Annex A: Behaviour principles in response to Covid 19**

In light of the need for children to behave differently when they return to school, we have added the following additions to support everyone's safety. Children must adhere to the following rules:

- to follow any altered routines for arrive and exit of the school premises.
- to follow school instructions on hygiene, such as hand washing and sanitising.
- to follow instructions on who pupils can socialise with at school.
- to move around school as per specific instructions (for example, one-way systems, out of bounds areas, queuing.)

- to keep to high expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands.
- to tell an adult if they are experiencing symptoms of coronavirus.
- to keep to rules about sharing any equipment or other items including drinking bottles.
- to keep to the school rules at breaktimes, including where they are allowed to play.
- to follow instructions about which toilet they are allowed to use.
- no spitting or coughing at or towards any other person.