

# **Managing Behaviour at Cornist Park School**



## **An Information Guide for Parents and Carers**

(Reviewed Spring 2022)

## **PARENTS BOOKLET ON SCHOOL BEHAVIOUR**

At Cornist Park School, the Curriculum is well planned and structured to meet the needs of all pupils and to develop their full potential in preparation for future learning and adult life. This is reinforced by a stimulating environment which supports children in their learning and creativity.

At Cornist we expect children to develop their own self-discipline within a happy and safe environment. We encourage pupils to develop a positive self-image as well as an empathy for and understanding of others.

Our school is fundamentally a place of learning and equality of opportunity. It is of paramount importance that pupil behaviour is managed effectively so that the aims of the school can be achieved.

On the whole, we experience very good behaviour from the pupils at our school. However, there are occasions when behaviour falls below the expected standard and needs addressing. Whilst we appreciate that as a parent having to discuss incidents when your child's behaviour has become a concern, is not the most pleasant experience, we do expect that you will then support the school and work with us to address any issues in a bid to improve behaviour. It is important that the children see that home and school work in partnership and have consistent expectations.

## **OBJECTIVES OF THE BEHAVIOUR POLICY**

- To ensure that there is agreed, acceptable behaviour for a safe and secure teaching and learning environment
- To ensure a consistent approach and clear boundaries so that children know what is expected of them and why
- To provide opportunities for children to develop self-awareness and personal responsibility
- To help children develop strategies to effectively manage their own behaviour and that of others
- To promote self-esteem and achieve an environment where everyone feels equally valued
- To ensure that staff are aware of their collective responsibility and of relevant support structures
- To develop the partnership with parents in promoting positive behaviour

## OUR AIM

At Cornist Park School we wish to encourage children to take responsibility for their own behaviour and promote self-discipline by following our Golden Rules, which encourage pupils to be...

## **READY RESPECTFUL** and **SAFE**

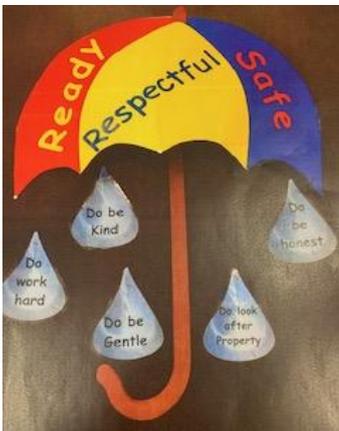
### REWARDS and SANCTIONS

At Cornist Park School we believe the most effective form of reward is verbal praise and recognition linked to attitudes to learning and personal and social skills. We promote a positive Growth Mindset and KIVA culture and seek to equip our pupils with the relevant skills and values that help them achieve this. Through an understanding of Rights and Responsibilities pupils understand all children have the right to learn. This means everyone is responsible for maintaining a positive and calm learning environment. Through our nurturing approach all pupils are also encouraged to understand **that they are making a personal choice** in their behaviour and that **there is a consequence to any negative choices they make**. There will be occasions when it becomes necessary for staff to action consequences. These will be fairly and consistently applied and to this end, all staff will follow a consistent approach.

### FOUNDATION PHASE (Nursery –Yr 2)

#### **READY RESPECTFUL** and **SAFE**

displayed in all classrooms



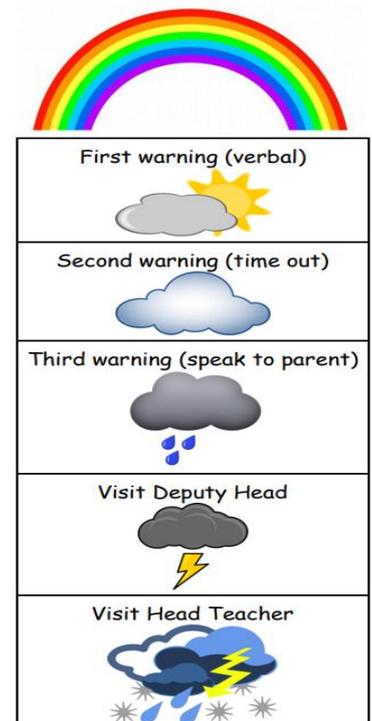
the '**Ready Respectful Safe**' approach and positive language will be used to discuss any instances of unacceptable behaviours alongside the promotion of the **6 GOLDEN RULES (Do be kind, Do be gentle, Do listen to others, Do work hard, Do be honest, Do look after property)**

A series of age appropriate stories are also used as reference points to discuss behaviours in Early Years (Jenny Mosley – Golden Rules Series).

**An umbrella visual** is used to promote the good behaviours we expect in school and;

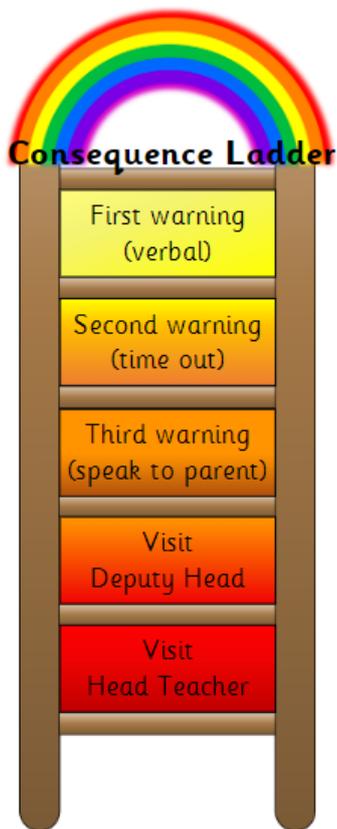
**a consequence ladder** for those who need reminding to follow the rules.

From their earliest days in school the children are taught to discuss incidents and accept any wrong choices. They are encouraged to apologise when



**KEY STAGE 2 (Yrs 3 – 6)**  
**READY RESPECTFUL and SAFE**  
displayed in all classrooms

Similarly in Key Stage 2, the school rules '**Ready, Respectful and safe**' are visually displayed in classroom areas and corridors and staff continue to reinforce these as expected behaviours.



All classes also display the following **consequence ladder** which encourages children to self reflect on their behaviour throughout the day and facilitates effective discussion between pupil and teacher. The aim for all pupils is to be in the 'Green zone'

***Pupils are expected to take responsibility for their own behaviour and accept that they choose the way they behave and bad choices will lead to the following ladder of consequence being applied.***

In the unlikely event of persistent unacceptable behaviour or if there is a serious one off incident, parents will be contacted and a meeting arranged with the Class Teacher / SMT to agree the best way forward. This may result in a pupil being internally excluded (isolated from the classroom for a short period). In some instances a specific behaviour plan may be drawn up and support from outside agencies following consultation with parents.

***\*Staff recognise that all children are individual and some have unique behavioural needs. Therefore there will be occasions, where this will influence our professional judgement on the relevant consequence given\****

### **In Summary**

The following steps are taken by the school when addressing inappropriate behaviour;  
*(In some instances, depending on the severity/ regularity of the incident, this procedure may well jump ahead)*

1. Informal contact with parents by class teacher
2. Involvement of Department Head / ALNCO/ Deputy Head / Head
3. Formal contact with parents.
4. Personalised behaviour plan drawn up.
5. Involvement of outside agencies/ support
6. Internal exclusion which might include withdrawal from out of school activities ie trips, sports activities, residential visits, etc
7. Exclusion – temporary/permanent as set down by Welsh Office guidelines

## **EXCLUSION**

Although it is rarely exercised, the school has a right to exclude any pupil who's ***repeated, or one-off serious behaviours*** deem it necessary and all other measures have been put in place to prevent them. Examples of behaviours that may result in a fixed term exclusion (ie, a short period of time away from school – usually between ½ and 5 days) include;

- Violence to staff or other pupils
- Serious disruptive/defiant behaviour
- Bullying
- Racial harassment

Although such a decision is never taken or used lightly, in extreme cases the school has the right to exclude a pupil for ***repeated or one off serious behaviour offences*** such as;

- Violence to staff or other pupils
- Serious disruptive/defiant behaviour
- Bullying
- Racial harassment
- Verbal abuse
- Threatening or dangerous behaviour
- Possession or use of a weapon
- Theft
- Damage to property

(As per Welsh Government guidelines)

***\*It must also be appreciated that a child who may hold a medical diagnosis, can also be excluded if their behaviour is deemed a serious enough offence, and they have not/are not responding to interventions or support being provided by the school\****

## **PARENTAL INVOLVEMENT - HOW CAN YOU HELP?**

All behaviour systems work best when there is agreement, understanding and respect from all members of the school community. ***Your role in this is essential.***

We expect that you, as parents work with us to;

- support the school's promotion of a positive growth mindset attitude towards learning and school life
- make children aware of appropriate behaviour in all situations and encourage them to take responsibility for their own actions
- encourage independence and self-discipline
- show an interest in all that the child does
- foster good relationships with the school
- reinforce and support the school rules and expectations - READY, RESPECTFUL, SAFE

- respect the school's acceptable use Policy re online safety and etiquette
- support the school in the implementation of the Behaviour and Anti bullying Policy and to work in positive partnership with the school

Please be assured that all incidents of behaviour are dealt with discretely, fairly and with the best interests of all children.

### **EXTERNAL NEGATIVE INFLUENCES ON CHILDREN'S BEHAVIOUR**

Often, behaviours that are dealt with in school can be a direct consequence of behaviours and influences from outside the school gates. For example, excessive exposure to online games, often with a recommended age of 18+, and unchecked online behaviour on social media accounts such as Whatsapp, Facebook & Instagram, who again set age limits of 13+. Both examples can often lead to aggressive and violent outbursts both physically and verbally, which have detrimental effects on your child's behaviour and social and emotional wellbeing. On line issues between pupils are increasingly being brought into school and staff are spending a growing amount of time attempting to resolve such problems and upskill parents in how to set

We strongly urge you as parents, to take responsibility for monitoring your child's gaming / online activity. If you need any further information, advice or assistance in understanding on line games or Social Media accounts, then please do not hesitate in making contact with Miss Edwards, who will be able to guide and assist you in this.

### **PARENTAL PROTOCOL – RAISING CONCERNS**

If you feel you need to discuss any issues relating to behaviour of your child or another, then please make an appointment and follow the protocol below.....

1. Speak to child's class teacher
2. If matters need to be taken further, then the teacher may instruct the involvement of a senior teacher
3. Deputy Head (Behaviour Lead)
4. Headteacher

We can also help and advise you if your child's behaviour at home is cause for concern or issue. Please come in and speak with us and we can assist you in finding possible guidance or support that you might find helpful in addressing this. Please do not feel ashamed or that you would be judged for bringing behavioural issues to us, these issues are always best dealt with at the earliest possible time and early intervention may well prevent situations escalating out of hand. We are here to work together to address behavioural issues.

## RESPECTING OTHERS & ANTI BULLYING POLICY

Care should always be taken before identifying and describing children's behaviour as 'bullying'

### DEFINITION OF BULLYING

(NCAB –National Centre Against Bullying);

Bullying is an **ongoing** and deliberate misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

**Single incidents** and conflict or fights between equals, whether in person or online, are **not defined as bullying**.

### WHAT BULLYING IS NOT;

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is ***deliberately and repeatedly doing them***.

### AT OUR SCHOOL

Unfortunately bullying is a form of harassment that is ever present in all walks of life, communities, work places, and even in some instances within families. Schools' are no different and it would be a naive and dangerous view to think that bullying could never happen at our school. Therefore, what is vitally important, is that we as a school community (supported by parents and families), teach our children that although bullying exists, that it is totally unacceptable and that if it occurs at our school, then it will be dealt with swiftly to ensure it ceases and is resolved.

The aim of Cornist Park School is to develop a sense of well being, value, pride, self worth and empathy in every pupil. We seek to provide each child with the best possible education in a caring, supportive and safe environment, free from oppression, humiliation and abuse, ensuring that they have every opportunity to reach their full potential.

Working in partnership with parents and the wider school community, we wish Cornist Park School to be an orderly, caring school, where each pupil is free to learn and thrive in a secure atmosphere. Pupils are taught and then expected to take personal responsibility for their own actions and behaviours, in order to maintain a safe, welcoming and secure environment for themselves and their peers. A clearly set out code of behaviour helps us to achieve this goal.

The purpose of promoting, supporting and maintaining this policy is to guarantee that children feel safe, secure, confident and happy within our Cornist Park School environment and to understand that any concerns are addressed with care and consideration.

No parent ever wants to hear that their child is the victim, or the perpetrator of a bullying incident. As adults, we must remain calm, measured and united in our response to any possible incidents, ensuring a positive outcome for all involved and that children are left understanding that bullying in any form, is unacceptable and not to be tolerated.

## **PROCEDURES**

In dealing with bullying incidents, staff will observe five key principles:

1. Bullying will not be ignored.
2. Staff will not make premature assumptions.
3. All accounts of incidents will be listened to fairly.
4. A problem solving approach will be adopted, which encourages pupils to find solutions rather than simply justify their actions.
5. Staff will follow up reported incidents to check that bullying has not resumed.

All staff are encouraged to report any incidents of bullying to the class teacher and the Headteacher.

The member of staff dealing with the incident should then take the following action:

- A report should be written on a designated report form / Logged on CPOMS System.
- Make it clear to the victim that the school can help and that he/she will be supported.
- Reassure the pupil that it is not his/her fault that he/she has been bullied.
- Carry out a thorough investigation of the incident.
- Inform parents when a pupil continues to deliberately harm other pupils.
- Help the bully to change their behaviour.
- Continue to monitor closely and not to assume that the bullying has stopped.

## **WAYS TO COMBAT BULLYING**

- Unambiguous school rules (school expectations) and a clear message of un-acceptance
- Mediation by peers / friends
- All classes engage in Circle Time activities each term during which pupils are encouraged to discuss any issues that concern them. Pupils are encouraged to inform staff if they are being bullied or know of someone else who is being bullied.
- KiVa (PSE anti bullying scheme) sessions and units of work are taught and reinforced regularly in KS2 Classes

- PSE Curriculum tackles issues of bullying and prejudice, including engagement with School / Police Liaison Service who regularly deliver face to face sessions on citizenship including digital etiquette and acceptable / unacceptable online behaviour
- Involvement of Behaviour Support Service if required
- Assertive Discipline Policy throughout the school
- Effective communication and resolution working between school, home and external agencies e.g. Education Social Worker, Police Community Liaison Officer, CAMHS, Action for Children, Barnardos, Young Peoples Counselling Service etc
- School based Nurture Group / 1-1 emotional sessions /

### **ADULT / VISITOR BEHAVIOUR ON THE SCHOOL SITE**

All visitors to the school site are reminded that the school operates a

### **ZERO TOLERANCE POLICY OF THE ABUSE OF STAFF**

Failure to comply could result in an individual being barred from the school site.

Visitors are also reminded that they should behave respectfully to one another whilst on school premise. Any incidents of verbal or physical abuse on school premise will be reported to North Wales Police.

We thank you for taking the time to read this information and for working with us to promote and establish a happy school environment. We hope you find it helpful. It is vital for a happy and effective school community, that all partners have a clear understanding and agreement of the common aims of the school.

**Further information can be found below in the FCC Agreed School Code of Conduct for Parents**

# CORNIST PARK SCHOOL

## SCHOOL CODE OF CONDUCT FOR PARENTS/ CARERS/ VISITORS TO THE SCHOOL SITE

**In order to support a peaceful and safe school environment the school cannot tolerate parents, guardians, carers and visitors exhibiting the following whilst on school premises and for communications involving use of email and social media:**

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, staff member's office, office area or any other area of the school grounds including team matches
- Using loud and/or offensive language, swearing, cursing, using profane language or displaying anti-social behaviour
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence
- Actual physical violence against any other person on school premises
- Damaging or destroying school property/threatening to damage or destroy property
- Abusive or threatening e-mails or text/voicemail/phone messages or other written and/or electronic communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff at the school on Facebook or other social network sites. (See Appendix 1) Any concerns you may have about the school must be made through the appropriate school procedure. Normally this is done by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Approaching another parent/guardian/carer's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking, vaping and consumption of alcohol or other drugs, or in possession of, whilst on school property

Should **any** of the above behaviour occur on school premises the school may contact the appropriate authorities and if necessary refuse the offending person(s) entry to the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

### **Agreed by Governors**

#### Appendix 1

#### **Inappropriate use of Social Network Site**

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils. The Governors of our schools consider the

use of social media websites in this way as unacceptable and not in the best interests of the children or the whole school community.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated in our schools is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

Thankfully such incidents are extremely rare.

***The school's main aim is to have positive, open, engaging and productive relationships with all families, so therefore asks that all concerns are brought to us at the earliest opportunity, to ensure a swift resolution can be found. Issues left over time and discussed on the playground rather than directly with us, rarely result in the most satisfactory outcome.***

(Oct 2018)

*Further details on Behaviour Management and Anti Bullying Policy protocols and practises, can be found within the Policy Documents shared on the school website.*