



St. Mewan C.P. School



Behaviour and Positive Relationships Policy

This policy's aim is to foster an environment where every member of the school community feels valued and respected, happy, safe and secure.

The school aims to:

- **provide consistency in our approach to understanding and managing behaviour**
- **ensure high standards of behaviour are in place, allowing all learners to make good progress**
- **foster a partnership between all members of the school community to promote high expectations of behaviour**

'Managing behaviour should be a teaching opportunity'

In our school, all behaviour is understood as a form of communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We recognise that children develop high levels of self-esteem through on-going verbal praise and positive interaction. Even when behaviour has become challenging, the adult/child relationship is of paramount importance and needs to be maintained through 'time in' with calm and consistent reflection to allow for repair and understanding rather than 'time out' methods of distance and chastisement. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life. This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to share the common purpose of helping everyone learn. This policy supports the school community in allowing everyone to work together in an effective and considerate way to effectively support the social and emotional needs of our children and thus nurture positive behaviour.

At St. Mewan we expect every member of the school community to behave in a considerate way towards others. To support this and to provide clarity for all, St. Mewan has three simple expectations:

Be ready

Be respectful

Be safe

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring, in an age appropriate way, what the expectations mean through a variety of ways e.g. stories, Circle Time, discussions, drama, PSHE, TIS activities, forest school and educational trips. In this way, every child in the school knows the standard of behaviour that we expect from our pupils. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

St. Mewan C.P. School welcomes the interest and close involvement of parents and, as they have chosen to send their child to our school, we expect that parents will support the school's behaviour policy. If a child's behaviour gives particular cause for concern, parents will be involved as soon as

possible. Parents will be invited to work with the school in order to support the child to develop appropriate behaviour.

1. **What we do**

A series of strategies will be used to identify, assess and meet the needs of children, following a "plan, do, review" cycle. For pupils with special educational needs and/or disabilities, the behaviour expectations and associated sanctions will reflect their specific needs based on their identified areas of need. Where there is a need due to social circumstances, such as family difficulties, bereavement, housing or other problems, the Pastoral Team will be able to offer support to families and signpost to further help. Where there is a behavioural need which may be due to an unidentified learning difficulty, the SENDCO will follow the procedures of identification of SEND as outlined in the Special Educational Needs Policy. Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy.

We will:

- Explicitly teach our expectations and the limits of acceptable behaviour as a whole school approach
- Provide high quality learning in PSHE using a developmentally progressive scheme of work
- Support children's development in understanding their own role in learning
- Provide clear and consistent routines for children to feel safe and to remove uncertainty (see below)
- Positively promote good behaviour by noticing these moments and giving explicit feedback and praise (see section 3)
- Support children who test accepted boundaries through developmentally appropriate responses or sanctions (see section 46). These will be delivered 1:1 to ensure that there is no 'public' shaming of a child
- Celebrate success throughout the school community in assemblies and the school newsletter
- Respect the experience and feelings of all children, including those for whom learning and development is more challenging due to specific individual needs
- Work positively alongside parents in an open and respectful manner when additional support is required and communicate positive outcomes for their child/ren

We recognise the importance of positive comments, respectful interactions and role modelling for the children. **The use of praise in developing a positive atmosphere in the classroom can never be underestimated.** The school expects all adults - staff, parents, and visitors - to employ this in our relationships with each other, as well as with our pupils.

2. **Routines**

A consistent and orderly school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviour. It fosters opportunities for children to learn and removes many barriers to learning. We believe all members of staff at St. Mewan School have a duty of care to strive to provide:

- A tidy, supportive, stimulating and celebratory environment
- An organised classroom which meets children's basic needs and enables independence in self-support, e.g., a readily available range of resources
- Consistent, timetabled routines for the day which reduce lost learning time and are clearly understood by the children. Punctual break times and lunches which are well managed by

adults who are on duty. When changes to class routines are needed, the children are given notice of this in advance, whenever possible.

- Transitions (movement) around the building are conducted in an orderly and calm manner.
- Assemblies are provided as a time for reflection, learning, celebration and exploration. Adults to model expected behaviour and manage that of the children in a calm and consistent manner. A copy of the child's class timetable will be available for parents from the class teacher, on request.

3. Rewards

Positive behaviour is recognised and praised, as it is important to develop an atmosphere of positivity, kindness and cooperation as a school-wide ethos. We have a range of ways in which we praise children at St. Mewan C.P. School.

Verbal praise

All adults verbally praise children who are observed following the school's three expectations (be ready, be respectful, be safe). As these expectations set the tone for life in the school and beyond, a verbal recognition is used to positively reinforce them at every opportunity.

Recognition boards

Each classroom has a recognition board. This has a value or aim displayed. Any child showing application of a value has their name added to the display. This provides another opportunity for positive recognition and reinforcement of the school values and expected behaviours in a celebratory manner, shared with class peers. Children can also nominate their peers to be added to the recognition board.

Class Dojo Points

Dojo points are awarded for excellent work. These are allocated when a teacher is marking a child's work and will appear on a child's Class Dojo page.

Phone Calls/Postcards home

We share positive praise with parents in two ways. Staff can nominate a pupil to receive a praise card through the post or receive a praise phone call from a member of the Senior Leadership Team. We recognise the importance of sharing these 'over and above' moments with parents to celebrate their children's success.

Weekly Assemblies

Each week we hold Celebration Assemblies where teachers nominate a child to receive the 'Star of the Week' Award. This could be for academic performance, for demonstrating excellent application of the class value on the recognition board or for another demonstration of character for example, showing kindness or support to one of their peers. In addition to this, children are recognised for their achievements in their learning.

6. Sanctions

It is important that all behaviour is recognised as communication and yet, when necessary a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

In lessons, a teacher will follow a progressive procedure for dealing with disruptive behaviour in lessons.

1. **Verbal reminder** – the adult will remind the child of the three school rules – Ready, Respectful, Safe and that their behaviour may not be following one of those rules.
2. A **second reminder** of the school rules followed by a reminder to think carefully about their next step.
3. A **quiet conversation** with the pupil about their behaviour and a reminder of the positive behaviour that they have previously demonstrated. This will be followed up by a short conversation at the end of the lesson. Children will be given an opportunity to change their behaviour before further sanctions are applied. All staff will follow a consistent, school-wide approach to these conversations, enabling children to understand the implications of the continuation of poor behaviour.

4. Use of a sanction

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by an adult will consider a child's emotional development and any known specific needs.

- **Moved to another area in the class:** The child is moved away from distractions and given the opportunity to follow instructions and complete their work.
- **Loss of play time:** The member of staff speaks to the child to explain why the behaviour does not meet the school expectations. The child is moved to a quiet place during the next period of play. It is important that the same adult supports during this 'time in'.
- **Removed to another room:** Children will have work to complete for a short amount of time communicated to the receiving member of staff. Before returning to class, it is important that the child is given clarity as to the reason for this sanction and how to prevent its repetition.

It is important for very young children to still have time to play, so the playtime sanctions will be used sparingly when managing the behaviour of EYFS and KS1 children.

If a child's behaviour is the cause of greater concern or the above approaches do not work, the following options will be considered:

- A meeting with parents to discuss ongoing concerns regarding a child's behaviour. The severity and frequency of incidents will be shared and next steps will be discussed.
- Internal exclusion to remove a child from their classroom for a limited time period relative to the incident or repetition of incidents, measured in half day increments. This will involve the child working away from their peers for an extended period, under the guidance and support of an adult. It will be instigated by the Assistant/Deputy Headteacher or Headteacher, or in their absence a senior member of staff. Parents will be informed of this sanction at the end of the day or at the earliest possible time thereafter, in the form of a letter and discussion with the class teacher.

Dysregulated children

Other approaches such as small group outdoor learning may be used where appropriate. Below is a list of example responses which may be deemed appropriate for a child in a state of dysregulation. The child's developmental understanding, the nature of the incident and other influencing factors will be considered when a response is required.

- Reflection time away from the group of no more than 5 minutes to 'cool down'
- An opportunity for the child/ren's voice to be heard
- 'Time in' with an adult to discuss behaviour choices
- Access to Trauma Informed School trained staff and activities
- Time in another classroom to complete work
- Exploring with the child what should have happened and what they would do differently another time.
- If possible, the child will be supported to repair the relationship with peers/staff. If this is not possible, the adult will voice the reparation their behalf, modelling good practice.

More serious sanctions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is persistent or serious.

If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, an external fixed term exclusion will be considered. This will be put in place to seek further support for the child, the parents and the academy in managing the child's behaviour in the future.

It is the school's intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place.

Continued fixed term exclusions may lead to a reduced timetable for the child if it is our belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full-time as soon as possible. This will be discussed and agreed with the parents prior to its instigation and reported to the local authority. A clear review date will be identified and increased attendance will always be sought during these reviews.

Ongoing severe incidents and fixed term exclusions may lead to the school working with parents to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.

For the most serious behaviour incidents or in the situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Headteacher in consultation with the Trust Lead. On occasion, the incident or occurrence may require immediate internal or external exclusion.

The following is a list of DfE examples where more serious sanctions may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully support them in meeting our behaviour expectations

- a. Persistent, serious or offensive verbal or physical abuse of a child or adult
- b. Dangerous behaviour (likely to result in a serious harm or accident)
- c. Deliberate damage to property
- d. Open defiance
- e. Leaving the school site without permission
- f. Bringing an illegal or dangerous substance or object into school.

It is important to note that the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour. The Headteacher will liaise with the Trust Lead for support and advice regarding any points discussed in this policy.

7. Roles and responsibilities

Throughout the day it is wholly important to reinforce and model the three school expectations of 'Be ready, Be respectful, Be safe' at all times. All behaviour can be managed with these in mind.

All staff:

- i. Model positive, consistent, professional behaviour at all times
- ii. Ensure good routines are in place and consistently applied
- iii. Remain calm at all times
- iv. Consistently seek out opportunities to reward positive behaviour choices
- v. Reinforce and model the three school expectations at all times
- vi. Invest in 'time in' with a child to explain why certain behaviours do not meet our school expectations
- vii. Recognise managing behaviour as a teaching opportunity and not simply a sanction
- viii. Be alert to individual needs and if not known, seek support in managing a situation from an adult more closely known to the child

Staff on break and lunch duty:

As above but additionally:

- i. Be active and engaged with the children
- ii. Be alert to playground areas, times or individual children causing concern
- iii. Ensure children line up in a calm orderly manner, ready to return to class and learn

Classroom staff:

As above but additionally:

- i. Ensure consistency of the positive behaviour policy
- ii. Support break and lunch duty staff when needed
- iii. Ensure the school expectations are visible, taught, referenced and reinforced during lessons
- iv. Always have high expectations

Pastoral Support Manager and Assistant

As above but additionally:

- i. Monitor patterns of recorded behaviours (internal/external exclusions) working towards preventing and/or reducing the necessity of them.
- ii. Identify areas, children, times of concerns and communicate these to staff as required
- iii. Discuss and agree actions in response to monitoring of incidents and individual children as part of safeguarding meetings
- iv. Support teaching staff with parental conversations or meetings regarding behaviour
- v. Liaise with support services to develop provision for individual children
- vi. Support parents/carers in helping their child/ren make changes towards positive behaviour

Assistant/Deputy Headteacher and Headteacher

As above but additionally:

- i. Support all staff in implementing this policy
- ii. Attend parental meetings when required
- iii. Monitor effectiveness of this policy through consultation and regular self-evaluation
- iv. Take action to address any areas for development within this policy
- v. Make decisions on most stringent sanctions when needed

8. Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a comprehensive record of concerning behaviour using CPOMS. All appropriate paperwork and documents are completed for any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9. Conclusion

It is St. Mewan Primary School's aim to support children, as a whole-school community and as individuals, in making positive choices in their behaviour by outlining accepted boundaries and teaching children about the outcomes of their actions. We look to foster a happy, nurturing and supportive environment, and develop a strong sense of community in which everyone is valued and has the right to be safe and to learn.

10. **References**

1. Exclusion from maintained schools, Academies and pupil referral units in England 2012;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. DfE and ACPO Drug Advice for Schools;
5. Use of Reasonable Force;
6. Behaviour and Discipline in Schools;
7. Screening, Searching and Confiscation; 8. Ensuring Good Behaviour in Schools;
9. DfE Dealing with allegations of abuse against teachers and other staff; 10. DFE Keeping Children Safe in Education September 2016;
11. 'When the Adults Change, Everything Changes' – Paul Dix;
12. Trauma Informed Schools training resources.