

**Truro and Penwith
Academy Trust**



Behaviour Policy

Pensans School

Review Summary

Approved By:	LGB
Approval Date:	January 2023
Last Review Date:	23 May 2023
Next Review Date:	May 2025

Pensans Primary School

Behaviour Policy 2023- 2025

For all of us, enjoying positive, supportive relationships in our daily lives is key to our happiness and fulfilment. Excellent behaviour is a key feature of a successful school. It creates safety and well-being for children, staff and parents and leads to an effective working environment.

Our aims are:

- To establish a school community that positively promotes socially acceptable behaviour.
- To ensure we provide a safe, secure environment for everyone.
- To ensure consistency, fairness and equality of opportunity for all.
- To support our children in becoming socially acceptable adults who can make a positive contribution to their community.

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

Relationships can be challenging but as a school we are committed to enabling both staff, children and their families to resolve their own conflicts restoratively.

Our policy is based upon the rationale that:

Our school environment promotes tolerance and respect for others.

All children have a right to access the curriculum without interruption and in a safe environment.

Any behaviour which impedes teaching and learning is unacceptable.

Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.

All children and adults have a right to feel comfortable, secure and supported in their working environment.

Adult Language (including body language and use of voice):

We are careful what we say and how we say things when talking to both pupils and other adults.

Respectful

- Non Judgemental - (Separate the deed from the doer)

Consistency and Fairness

- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future

Restorative

- To help pupils understand the effect of their actions and the importance of taking responsibility

Pensans Primary Approach:

Consistency of approach by all members of the school community is essential for successful behaviour management. Our whole school approach will include the common usage of appropriate language to support calm, objective interactions and positivity.

The school actively discourages any form of unacceptable behaviour such as teasing and bullying. Any discrimination against **protected characteristics*** will be challenged. Using constructive conversations consistently and conscientiously helps minimise unacceptable behaviour.

*** Age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.**

Behavioural expectations include parents and visitors and can be found in the Truro and Penwith Academy Trust code of conduct for parents and visitors document.

Common Rights and Rules

School Rules

Our school rules are simple and memorable.

- 1) Follow instructions with thought and care.**
- 2) Show good manners at all times.**
- 3) Care for everyone and everything.**

The basis for supporting positive behaviour at Pensans School is based on the following common rights and responsibilities and rules.

Agreed Common Rights

We all have a right to feel safe, a right to feel treated with respect and dignity and we all have a right to learn.

Reward System

At Pensans School we believe that it is essential to encourage and promote good and outstanding behaviour and reward it consistently and appropriately. We believe that our reward system encourages children to strive for good behaviour as an individual as well as part of a wider class and school community.

For example:

- Awarding house points and dojos
- Awarding certificates
- Giving praise, both verbal and written
- Whole class rewards e.g Stars in a Jar
- Attendance rewards
- Sharing and making an example of good behaviour
- Positive feedback to parents
- Sticker and star charts

School Values

The school's mission statement promotes '**Dyskans Rag Bewnans – Learning for Life.**' This forms the basis of our school values and children are taught these through assemblies, lessons, whole class and small group activities.

Our weekly celebration assemblies offer the opportunity to recognise and share good and outstanding behaviour and achievement through our stars of the week certificates and Pensans Rules awards. All children are members of a house team – Botallack, Geevor, Levant and Crofty They are awarded house points throughout the week for achievement and behaviour that demonstrates our values. These scores are totalled and shared in our celebration assemblies.

Classroom Management

The class teacher or person in charge of the class should have high expectations of the children's behaviour at all times. In order to promote this the following need to be considered;

1. Arrangement of the Teaching and Learning Environment
 - a. When and how children enter the building and the room
 - b. Clear routines and expectations of behaviour
2. Organisation of the Class
 - a. Seating arrangements
 - b. Access to materials
 - c. Visibility
 - d. Ease of movement
 - e. Work demands – e.g. does it match the child's ability
3. The teacher has to model the standards of courtesy expected from the children
4. There should be consistent use of positive reinforcement and praise.
5. Making sparing but effective use of sanctions.

The Role of Teaching and Support Staff

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day (including the journeys to and from school) and covers any part of the school grounds and beyond.

Where children operate under different expectations of conduct, depending upon the time of day, classroom or member of staff in charge; this policy becomes ineffective and the ethos of our school is compromised.

Where any member of staff teaching or non-teaching considers that either the aims of this policy is being breached, they have a responsibility to address this in line with the appropriate range of sanctions set out below and with appropriate reference to the class teacher in charge if this takes place during lesson time. Similarly, where there is the opportunity to reward or praise positive behaviour all staff share the same responsibility to do so.

Managing and supporting positive behaviour during lessons

This is the 5 stage strategy that will be used for the management of unacceptable behaviour during learning sessions. Following agreement by the Headteacher, this strategy may be adapted for the individual pupil needs when appropriate. School rules are displayed in every classroom as a reminder.

A 5 point strategy for management of unacceptable behaviour during learning and play sessions:

All children are reminded in the first instance of the positive learning behaviour expected.

1. **Behaviour is beginning to be disruptive to own learning or learning of others and I am unfocused.** For their first interruption to teaching and learning, the child is reminded of the expected behaviour. This may be in the form of a look, a gesture or verbal reminder.
I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.
2. **Repeating behaviour that is disruptive to own learning or learning of others. Not showing kindness or consideration to others.** Following a second incident on the same day, the child will be moved to another place in the classroom to complete work/task set.

I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.

3. **Continuation of behaviour that is deliberately disruptive to the learning of others. Deliberate or repeated lack of care or consideration for others. Lack of respect for others and school rules.**
At a third incident, I will need to be to another classroom to work. I may lose playtime or lunchtime if my behaviour happens during these times.
I must complete my work. I may need to write a letter or give a verbal apology. I may miss playtimes and lunchtimes. My parents may be told.
4. **Repeated incidents of stage 1,2 and 3 over a week. Behaviour that is serious or deliberate or in breach of the school's behaviour policy.** If repeated incidents of stages of behaviour 1,2 & 3 the child will have to see a member of Senior Leadership Team/Headteacher. Such an incident must be recorded on CPOMs. This is the responsibility of the class teacher.
My parents/carers may be told.I may be internally suspended for a fixed time depending on the severity.
5. **Behaviour that extremely serious and in breach of the school's behaviour policy.**
For serious breaches/incident the child will have to see the Headteacher immediately.
My parent/carers will be told and may have to attend a meeting at school. Suspension from school may be an option.

Severe clause –Severe incidents are recorded on Arbor by the Headteacher.

Every child starts each new day with a fresh start.

This system is consistently managed in all classes with flexibility of resource to reflect age appropriate stimulus, based on the premise that very young children, especially those in Reception Class, are still learning how to behave appropriately.

Managing and Supporting Positive Behaviour At Playtimes/Lunchtimes

This is the 3 Stage adapted strategy we will use to manage unacceptable behaviour at Playtimes and Lunchtimes. Unacceptable behaviour constitutes any behaviour that does not adhere to our School Rules. Staff continue to ask the question “what is this behaviour trying to tell me?” as they assess the situation.

1. The child is given a verbal reminder of the **school rule** that they are not following and asked to ensure that their behaviour is acceptable.
2. Following a second incident, the child is asked to stand with an Adult for 5 minutes. The child may not play with other children at this time.
3. Following a third incident or in the event of a severe behaviour (as outlined above) a member of Teaching Staff is asked to collect the child from the playground and the child misses the remainder of that playtime. The procedures from the main strategy should be followed by the Headteacher and Class Teacher as appropriate.

Supporting Positive Behaviour In Relation To Extremism And Radicalisation

All members of staff have accessed Prevent Training through the Safesmart Programme. Supporting positive behaviour in relation to Extremism and Radicalisation is also part of the TPAT Child Protection & Safeguarding Policy (website) Virtues assemblies cover aspects of this topic in a positive manner and any negative behaviour is dealt with immediately by the Headteacher/SLT. Any incident of this kind will be recorded on CPOMs and also be reported to the local authority if appropriate.

Partnership With Parents

Parents are expected to support their child's learning, and to cooperate with the school including cases where sanctions at point 4 and 5 are necessary. A supportive dialogue is established between home and school. Parents are invited to share in pupils' positive behaviours through class news and newsletters.

- If parents have any concerns about their child's behaviour they should make an appointment to see the Class Teacher in the first instance.
- If the concern remains they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeals process can be implemented, following the School's Complaints Procedure.

Persistent Poor Behaviour

This behaviour policy is underpinned by the understanding that all behaviour is a communication of emotional need. In instances where a pupil is demonstrating consistently poor behaviour, or behaviour that is deteriorating over time, we believe it is important to consider a proactive approach. A range of approaches may be taken to support a pupil demonstrating poor behaviour. These may include but are not limited to:

- Involvement of parents/carers
- Development and implementation of an Individual Plan - this can take the form of a Report Card, a behaviour plan or a safety plan for example
- Involvement of our trained Thrive/TiS practitioners and SENDCo if appropriate
- Involvement of outside agencies, such as Dreadnought, Educational Psychologist, Behaviour Support Specialists.

Fixed Term Suspensions And Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Use Of Physical Intervention

Pensans School recognise that there may be times where physical intervention is required to ensure the safety of pupils or staff. This policy is guided by non-statutory guidance provided by Department for Education in the document 'Use of Reasonable Force: Advice for Headteacher's, Staff and Governing Bodies, 2013.'

This document should be referred to for further support. The following guidance is taken directly from the above named document: Pensans School recognises that under Section 93 of the Education and Inspections Act 2006,

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.
- Where it is considered that a pupil may require physical intervention to be used as part of a behaviour management plan, this will be written into a Behaviour Support or SEN Support Plan.
- Where this is the case, staff will receive appropriate training, for example Team Teach/ Price Training.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records concerning serious or persistent incidents of misbehaviour. These are recorded using the school's safeguarding logging system, CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the principals outlined in its equality and diversity policy.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.




Signed: Niki Ambrose
Simon Horner

Headteacher
Chair of Governors

Date: Reviewed and updated May 2023

PENSANS PRIMARY SCHOOL BEHAVIOUR CONSEQUENCE LADDER

The consequences listed below are an indication of the potential measures staff may take in relation to behaviour. All measures will consider the needs of individual children and will therefore be selected to have the correct impact.

<p>1</p> <p>Behaviour is disruptive to the learning of themselves or others and I am unfocused</p>	<p>I've will be given a look or gesture first, then a verbal reminder of expectations.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.</p>
<p>2</p> <p>Repeating behaviour that is disruptive to the learning of themselves or others Not showing kindness or consideration to others</p>	<p>I've been moved to another place</p> <div style="text-align: center;">  </div> <p style="text-align: center;">I must STOP this behaviour and show expected behaviour to my teacher. I must continue with my learning in the right way.</p>
<p>3</p> <p>Continuation of behaviour that is deliberately disruptive to the learning of themselves or others Deliberate or repeated lack of care and consideration for others. Lack of respect for others and school rules.</p>	<p>I will be moved to another classroom to work. I may lose playtime or lunchtime if my behaviour happens during those times.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">I need to complete my work. I may need to write a letter of apology. I may miss rewards and playtimes.</p>
<p>4</p> <p>Repeated incidents of stages of 1,2 and 3 over a week Behaviour that is serious or deliberate or in breach of the school's behaviour policy.</p>	<p>I will have to see Mrs Ambrose</p> <div style="text-align: center;">  </div> <p style="text-align: center;">My parents/carers may be told. I may be internally suspended for a fixed time depending on the severity.</p>
<p>5</p> <p>Repeated incidents of stages of behaviour 1,2, 3, or 4</p>	<p>I have to see Mrs Ambrose immediately</p> <div style="text-align: center;">  </div> <p style="text-align: center;">My parents/carers will be told and have to attend a meeting at school. Suspension from school may be an option.</p>

