

- **Ready**
- **Respectful**
- **Safe**

BEHAVIOUR POLICY

This Behaviour Policy has been based on the Statement of Behaviour Principles, as formulated by the Governing Body. Our approach to behaviour management combines the Paul Dix 'Behaviour Change' approach with the essential skills of our Skills Builder programme that underpins all learning opportunities in our school. This policy ensures that, within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

Statutory Framework

1. It is important to note that the school has a statutory power to discipline pupils, which should be respected by both pupils and parents, and expects the co-operation of both pupils and parents in maintaining an orderly climate for learning, both for the individual child and for other children in the class.
2. All teachers and staff in charge of pupils have the power to discipline pupils within the agreed sanctions procedure.
3. The school expects pupils to respect the rights of other pupils and adults in the school.
4. The school expects pupils, staff, parents and governors to be mindful of their responsibilities as stated later in this document and in the 'Home School Agreement'.

Aims and Expectations

5. The primary aim of the behaviour policy is not to produce a system to enforce rules, but to help children to grow in a safe, secure environment, and to become positive, responsible and increasingly independent members of the school community.
6. This policy aims to:
 - Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
 - Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
 - Outline the expectations and consequences of behaviour
 - Provide a consistent approach to behaviour management that is applied equally to all pupils
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination

7. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure. It should promote and reward good behaviour and work, rather than merely deter anti-social behaviour. We believe this approach will help develop an ethos of kindness, co-operation and achievement. We also believe that the behaviour policy should be inclusive and relevant to every child, ensuring that no child is overlooked.

Our Behaviour Policy Outline

8. The school believes that any behaviour policy:

- Should have a system of rewards and sanctions (consequences).
- Should be fair, and applied in the same way to all pupils.
- Should work in a way that can be clearly understood by pupils, staff and parents and be sufficiently simple so as not to distract adults from helping children learn or play safely.
- Should be age appropriate and show progression.
- Should be used to deal with and prevent all forms of bullying assuming that there is actual evidence that bullying has occurred.
- Should be applied so that sanctions for poor behaviour or work are implemented as soon as possible once the child has had an opportunity to explain their actions and the staff have had the opportunity to gather information and make a balanced decision.
- Should expect class teachers to be responsible for maintaining an overview of their class, which will in turn be monitored by the headteacher and reported annually to governors.
- Should be applied so that parents are informed when a pattern of poor behaviour or work emerges and encouraged to work with and support the school.
- Should be communicated in a way which makes it understood by teachers, parents and by the children themselves.

Roles and Responsibilities

The role of adults

9. It is the responsibility of all members of staff to ensure that the School Rules are followed and promoted and that the children in their care behave in a responsible manner whenever they are under their supervision. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

10. Staff must treat each child fairly and show them respect and understanding.

11. Members of staff will follow the set procedures as outlined in this policy in 'Rewards' and 'Consequences'.

12. Members of staff will build relationships with pupils to understand their needs.

13. Members of staff will implement restorative conversations to address behaviour and guide pupils towards better choices.

14. During the year, the class teacher will report to parents about the progress (academic, social, emotional and behavioural) of each child in their class. All children will receive an end of year report which may have reference to behaviour.

The role of the headteacher

15. It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare/wellbeing of all children in the school.
16. The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
17. The Headteacher, in consultation with the Chair of Governors, has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. This action is only taken after the school governors and the LA have been consulted.

The role of parents

18. The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The school will try to build a supportive dialogue between the home and the school, and will inform parents if there are concerns about their child's welfare, behaviour or academic progress. Equally, parents have a responsibility to inform the school of any changes in circumstances at home that may affect their child's behaviour for learning.
19. The school expects parents to support their child's learning, and to co-operate with them, as set out in the 'Home-School Agreement' issued on entry and the start of each academic year.
20. If reasonable sanctions are required to manage a child's behaviour parents are expected to support the actions taken. If parents have any concern about the way in which an issue has been managed, they should initially contact the class teacher and request an informal discussion. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the complaints procedure can be implemented.
21. Parents should not approach other children either inside or outside school who they believe to be responsible for some incident or actions involving their child. If a parent is not happy with the actions of another child whilst in the care of the school staff, they should approach the school and allow the school to investigate if they think it is appropriate.

The role of governors

22. The governing body has the responsibility of setting down the general principles on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the headteacher in applying the policy.
23. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The Headteacher may seek advice from the governors about disciplinary issues. In the case of fixed term suspensions and exclusions, the Headteacher will liaise with the Chair or Vice Chair of Governors.
24. In the event that a parent is not satisfied with the informal discussions and explanations given by the class teacher or the head, then parents can be given a copy of the school complaints procedure that will advise them on how to proceed. Governors will be involved in this process.

At Perran-ar-Worthal, we are:

- Ready
- Respectful
- Safe

25. The School Rules form the basis of our behaviour policy. We teach children how to work co-operatively and how to deal with their feelings. The standards of behaviour in any happy, caring community are based on mutual respect and consideration for others. We rely on support from home to maintain good standards of behaviour in our school.

26. The class teacher may also use systems in relation to behaviour that help individual children monitor their own behaviour through a visual display or symbol.

Rewards

Praise the behaviour we expect; correct the behaviour we don't accept.

27. The school believes that the best way to help children in their academic and social development is to praise and acknowledge their positive effort, work improvement and any act that demonstrates the child's growing awareness of themselves and the needs of others.

Reward 1: Verbal (positive noticing)

28. If a child demonstrates positive behaviour, they will receive a verbal/non-verbal acknowledgement of behaviour.

29. If a child continues to demonstrate positive behaviour, they will receive *verbal* praise known as 'positive noticing'.

Reward 2: Reward (team point)

30. If a child has been recognised several times for their positive behaviour, they will be *rewarded*, with a team point.

Reward 3: Outcome (parental engagement)

31. If a child has been rewarded several times for their positive behaviour, the member of staff working with them will share the positive *outcome* with the parent at the end of the school day if possible. If this is not possible, they will message them on class dojo. The child may also receive a 'positive postcard' to reflect their behaviour.

Reward 4: Celebration

32. Each week, the class teacher will *celebrate* and select a 'Citizen of the Week' and a 'Learner of the Week'. The citizen of the week will have demonstrated positive behaviour all week and will have gone 'above and beyond' in some situations.

Reward 5: Recognition

33. Once a half term, the children who have consistently demonstrated the behaviours expected at Perran-ar-Worthal school by consistently following the School Rules will be *recognised* by having a 'treat' with the Headteacher.

Team points

34. On Fridays throughout the year, we hold a 'celebration assembly'. The team captains from Year 6 collect the team points won by children in all classes during the week and transfer these points to the running total on the display in the school hall. The team with the most points is declared at the end of each half-term and then the totals on the display in the hall go back to zero. Team points rewarded throughout the week will be recorded on individual team point charts.

35. During the course of the academic year, the children will be rewarded in the following way:

- 50 team points – BRONZE CERTIFICATE
- 100 team points – SILVER CERTIFICATE

- 150 team points – GOLD CERTIFICATE
- 200 team points – 200 team point medal
- 250 team points – 250 team point shield badge.
- Trophy – awarded to the pupil with the highest number of team points in the school. The top three pupils with the highest number of team points also receive an official letter of congratulations from the Chair of Governors.

Consequences

Praise the behaviour we expect; correct the behaviour we don't accept.

36. Staff should aim to prevent, minimise and manage poor behaviour by being vigilant, supervising pupils carefully, being alert to triggers, being aware of individuals' characteristics and by using de-escalation strategies.

37. Positive strategies include:

- Tone of voice: keep this low, calm and neutral, especially when delivering consequences
- Non-verbal signals: using hand signals or eye-signals to indicate that something must be done. This is a great way to be discrete, drawing less attention than a loud oral instruction (e.g., pointing to the learning task)
- Adult Proximity: walk near to the problem area in the room or on the playground – this alone may solve the issue!
- Rule Reminder: 'remember the rule...' or 'remember the instruction...'
- Repetition: Repeat instructions up to 3 times
- Recognition, recognition, recognition: When students are doing something right, notice it, and acknowledge it
- Proximity praise of good behaviour: Praise pupils nearby, who are following the rules and instructions. It's an indirect way of redirecting others
- Inevitable consequences or sanctions: Consistency and inevitability of sanctions are more important than their severity. If a warning is issued, follow up with action!
- Allow take-up time: After giving the instruction, walk away from the student to give them some time and space to do the right thing
- Walk-aways: "I've noticed you haven't got a pencil..." and walk-away
- Partial agreement: "Yes, I know it you don't want to tidy up; I need you to get ready for the next part of your day."
- When-then: "When you have written two sentences, then I will think about what you do next."
- Micro-instructions: Restate the instruction or the expectation, using a much greater level of detail
- Redirecting behaviour: "As interesting as that is, I need you to ..."

38. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is sanctioned.

The Sequence of Consequences

Consequence 1: Verbal (Warning and Correction)

39. If a child demonstrates inappropriate behaviour, they will initially receive a reminder, explaining 'This is how we do it here...'.
40. If the child continues to demonstrate inappropriate behaviour, they will receive a *verbal* warning and a method for correction.

Consequence 2: Sanction (reflection)

41. If the child continues to demonstrate inappropriate behaviour, they will be *sanctioned* with a 2-minute reflection from the session that they are involved in (lesson, assembly, breaktime etc.)

Consequence 3: Consequence (parental engagement)

42. If the child continues to demonstrate inappropriate behaviour, they will be invited to leave the session that they are in (lesson, assembly, breaktime etc.) and engage in a restorative conversation with the member of staff when they are available. If it is inappropriate for the member of staff to lead the conversation, a member of SLT will lead it instead.
43. Following the restorative conversation during the school day, the member of staff working with the child will share the *consequence* with the parent at the end of the school day if possible. If this is not possible, they will message them on class dojo.

Consequence 4: Escalation

44. If the child continues to demonstrate inappropriate behaviour during the school day (i.e. before the discussion with the parent as mentioned in C3), SLT will intervene as the situation is *escalating*.
45. The senior leadership team will make the decision as to whether an internal exclusion is warranted by the behaviour.
46. If the child's behaviour reaches this stage (C4) three times in a six-week period, a report card will be introduced with the family and the child in a meeting with SLT.
47. The report card, and behaviour of the child, will be regularly reviewed with the member of SLT, the family and the child.
48. Any isolated behaviour (e.g. violence) that requires a serious response may be dealt with immediately by the level of consequence in C4.
49. Any isolated behaviour (e.g. violence) that requires a serious response at C4 will be recorded on MyConcern.

Consequence 5: Intervention

50. If it is evident that the report card is not positively impacting on the child's behaviour, SLT will conduct a review of strategies that are not working and agree an IBP (Individual Behaviour Plan)
51. Where necessary, SLT will involve external agencies (e.g. educational psychologist).
52. SLT will inform parents of next stage of the policy, so that they know what might happen at C6.
53. SLT will set a date set for a follow-up meeting with family, child, teacher and SENCO.
54. Persistent failure to meet expectations within a two-week period and show progress warrants a move to C6.

Consequence 6: Suspension

55. A fixed-term suspension of up to five days is at the discretion of the headteacher, having informed the chair of governors and the LA of their actions. An official letter outlining the terms of the exclusion will be sent to the parents on the same day the exclusion is issued.
56. Headteacher's contract with parents and pupil is drawn up.
57. Where several fixed term suspensions have been applied and the child's behaviour has not improved, or there has been a very serious incident that warrants the highest level of sanction, the consequence will move to C7.

Consequence 7: Exclusion

58. Permanent exclusion will only apply in extreme circumstances when all other strategies and support have been exhausted
59. The school will follow Local Authority and DfE guidelines on permanent exclusion.
60. In extreme circumstances, situations will be dealt with immediately by the headteacher and will include same-day communication with parents.
61. Any inappropriate behaviour witnessed by staff at any point around the school or off the school site, needs to be communicated to the teacher of the child in question. The class teacher will then refer to the consequences chart to ensure that the correct procedure is followed. Equally, any good behaviour witnessed by staff must also be shared with the class teacher. The class teacher will then refer to the rewards chart to ensure that the correct procedure is followed.
62. Assembly is a time of reflection and all pupils must respect this. Members of staff present in the assembly will help to monitor behaviour and will refer to the rewards and consequences procedure accordingly.

Monitoring this Policy

63. The headteacher will monitor the effectiveness of this policy on a regular basis.
64. The headteacher will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.
65. The headteacher and DSL (Designated Safeguarding Lead) will record important details of concerning behaviour on MyConcern if it is deemed to be a safeguarding issue.
66. Members of school council or class groups may be asked to give their opinion on a range of things including (a) the behaviour of other children, (b) how adults respond to incidents of poor behaviour and (c) the running of the reward system (d) the effectiveness of the Anti-Bullying Policy
67. The headteacher will monitor this process as part of weekly meetings with all staff where any concerning behaviour of pupils will be discussed and strategies discussed and agreed on.
68. The headteacher must keep a record of any pupil who is suspended for a fixed term, or who is permanently excluded. Formal letters to parents outlining reasons for the decision to suspend or exclude a child will be added to the child's electronic file on the school's secure network.
69. 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. Each term, the Headteacher will provide the full governing body with a report on behaviour, suspensions and exclusions.

Legislation, statutory requirements and statutory guidance

70. This policy is based on legislation and advice from the Department for Education (DfE) on:
➤ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Review

71. The governing body will review this policy every year. The governors may, however, review the policy more frequently than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

WHAT CAUSES BEHAVIOUR PROBLEMS?

- ❖ We are aware that, sometimes, unsettled behaviour in a child can be a common reaction to changes in circumstances for the child (e.g. starting a new school, new teacher, peer group changes, changes in family circumstances, etc.). All teachers and parents are aware of this and the school always makes appropriate adjustments in such circumstances.
- ❖ However, where a child continues to demonstrate behaviour difficulties and which compromise the child's or other children's access to normal school learning experiences, this is of more concern. Again, all teaching staff are experienced at dealing with such situations with parental support.
- ❖ The parental support element is important in helping the child settle because, even in term-time, children actually spend more time with their families, including weekends, than they do at school. It is important for the child that consistency in managing their behaviour is applied not only within the school, but also at home.
- ❖ Sometimes a child's behaviour is a problem only at school, sometimes only at home and sometimes both at home and at school. We are aware that children can sometimes get 'caught up' in differences of opinion over whether their behaviour is a problem in one setting or the other, which can prevent progress happening for the child.
- ❖ Reaching agreement with parents about behaviour that is and is not acceptable is therefore an important first step towards helping the child settle. If, for example, the school regards a child's behaviour as a problem in class, but the parents see this perhaps as just lively behaviour which should be tolerated, then efforts made by the school to modify the child's behaviour on its own are only likely to be partially successful.
- ❖ The reverse situation can also apply, i.e. when parents see a child's behaviour as a problem but the school does not, and it is, therefore, very important for both the school and the parents to reach a mutual understanding or basic agreement about the significance or not of an individual child's behaviour before progress can be made.
- ❖ Sometimes the child will also have his or her own interpretation of the behaviour of other children towards them and, occasionally, may interpret the behaviour of other children in a negative manner (e.g. 'being bullied'), despite evidence from classroom and playground observation which suggests that the behaviour in question is only 'normal' but challenging peer-group interaction. Again, reaching a shared understanding as to why a child might be perceiving this behaviour so negatively is a first step towards both school and parents helping the child make progress in terms of the child's social learning.
- ❖ Very occasionally, teachers encounter some behaviour that is not tolerable in any child or adult social setting. This includes verbal and/or physical violence to others, behaviour which might cause harm to other children or adults, and behaviour which is likely to endanger the safety of self or others. In these situations, the school must act to protect the individual child, their peers and school staff. Such action may need to be put in place even if the child's parents do not immediately agree with the seriousness which the school has placed upon the child's behaviour.
- ❖ Significant behaviour problems rarely have a single cause and most are what are called 'multi-causal'. These might include:
 - the child's temperament and their personal way of reacting to the formal structure of a classroom and peer-group socialisation;
 - day-to-day consistency and management of the child's behaviour, both at home and at school;

- school and/or family stresses acting on the child;
 - the child's personal reaction to a significant life event (e.g. bereavement or loss);
 - developmental factors causing frustration in the child in group settings (e.g. speech and language delay);
 - more rarely, diagnosed medical conditions which predispose a child to certain types of behaviour (e.g. the inattention and fidgetiness which are a feature of attention-deficit/hyperactivity disorder (ADHD)).
- ❖ This list is not meant to be complete and there may be many other factors involved for an individual child.
 - ❖ As regards conditions such as ADHD or social communication problems (e.g. autistic spectrum disorders), the school takes the view that such diagnoses are not an excuse for extreme behaviour problems, but can limit what is achievable by parents and the school. We ask that the parents of children who do not have such conditions, exercise a higher degree of tolerance than usual.
 - ❖ It is important to remember that behaviour which might be regarded positively in one setting (e.g. 'liveliness' around the home) might be regarded negatively in the school setting (e.g. 'disruption to class'). This is why it is essential for staff and parents to first reach agreement about why it is important to try to modify an individual child's behaviour.
 - ❖ We acknowledge that, as the challenges of school life increase with age, some children can develop behavioural difficulties which were not present at an earlier stage (e.g. settling into a new class, starting a new school year, coping with more complex tasks or demands). We are always tolerant of these normal variations in behaviour and will usually only inform parents of any concerns if the behaviour becomes persistent or is highly disruptive in class or in the playground.
 - ❖ We acknowledge that the behaviour of one's child can be a sensitive issue for parents and that it can be difficult for parents if they are informed that their child's behaviour is a problem in school, but please be aware that your child's teachers bring a great deal of experience to this sort of situation and do not take such a decision lightly. We want to work with you as partners in the change process to help your child settle and we do not adopt a 'blame' or 'criticism' approach towards parents, nor, in return, do we expect you to blame or criticise ourselves unless this is clearly justified.

Appendix 2

Behavioural Outcomes

Consequences

<i>Use the script...</i> <i>This is how we do it here...</i>	Reminder...
<i>Use the script...</i> <i>This is your warning. If you continue, I will need to....</i>	C1 Verbal <i>Warning and correction</i>
<i>2 minutes from break with a purpose</i> <i>Class, reflection bench, reflection sofa</i> <i>2 minute reflection: outside Head's office or adjacent classroom (limit interaction)</i>	C2 Sanction <i>Reflection</i>
<i>Removal from lesson; restorative conversation</i> <i>Face-to-face discussion with parent</i> <i>Dojo message with parent</i>	C3 Consequence <i>Parental engagement</i>
<i>SLT to intervene</i> <i>Internal Exclusion</i> <i>Report Card & Regular review of behaviour</i>	C4 Escalation
<i>Individual Behaviour Plan</i> <i>External support for child and family</i>	C5 Intervention
<i>Headteacher and Chair of Governors</i> <i>Decision to apply fixed term</i>	C6 Suspension
<i>Headteacher and Chair of Governors</i> <i>Decision to permanently exclude</i>	C7 Exclusion

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* 3 sanctions in one session = C3

Behavioural Outcomes

Rewards

Reminder...	Acknowledgement of behaviour...
R1 Verbal <i>Positive noticing</i>	<i>Use the script...</i> <i>I've noticed...</i> <i>Wonderful walking!</i> <i>Thank you for...</i>
R2 Reward <i>Team point</i>	<i>Repeat positive noticing</i>
R3 Consequence <i>Parental engagement</i>	<i>Face-to-face discussion with parents</i> <i>Positive Postcard!</i> <i>Dojo message</i>
R4 Celebration	<i>Citizen of the Week (Behaviour)</i> <i>Learner of the Week (Skill)</i>
R5 Recognition	<i>Treat with the Headteacher</i>