

St.Mawes Primary School Behaviour Policy

The Aims of the Behaviour Policy:

- To develop a whole school behaviour policy supported and followed by all the school community, parents, carers, teachers, children and governors based on a sense of community and shared values.
- To acknowledge that children are individuals. They are entitled to an education that will meet their needs and help them fulfil their potential. We provide a broad and balanced curriculum, in a happy secure environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills so they can make full use of further opportunities successfully.
- To ensure that all children acquire a love of learning; have a positive attitude towards responsible behaviour, encourage self-discipline and enable them to develop a respect for themselves and other members of society.
- To raise and maintain the children's self-esteem so they leave us as confident, articulate and self-disciplined individuals.
- To ensure that all children benefit from this policy, including those with special needs by adapting or changing the policy if necessary.
- To maintain effective discipline on a day-to-day basis and to ensure that our school remains a calm and orderly community.

All children are encouraged to show respect and consideration for themselves, for others and for property. We believe that good behaviour is the hallmark of a good school. Our aim is to maximise teaching and learning time.

All members of the school must follow our golden rules:

Whole school rewards

A free choice afternoon is earned by 100 good behaviour charts.

Personal rewards

Pupils can earn **stickers** for good behaviour, caring acts and following the golden rules. These are collected on a card of 20. When complete the card is exchanged for a small prize in sharing assembly.

For good attitude towards learning and effort, pupils can earn **team points** which are recorded on a chart and tallied each week. The winning team for the half term earns extra play.

Each class has a **star of the week** celebrating excellent behaviour.

Cloakroom stickers are available for peer nominated pupils.

Reading stickers are awarded for five home reads each week. These are then rewarded by certificates and book vouchers.

Headteacher awards are available for outstanding effort and behaviour.

The **Truro and Roseland Community offer awards** for year six pupils for outstanding achievement and behaviour. Pupils are nominated by the Headteacher.

REWARDS / SANCTIONS

Rewards and Sanctions Overview

The pupils must be aware of the rewards system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. These are displayed within the school.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of the school is on reward and praise, which should be given whenever possible for both work and behaviour.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions. The school has staff versed in the trauma informed approach.

Incidents are to be recorded on individual incident log or MyConcern and reviewed in by the Head of school. Myconcern is primarily for safeguarding issues. The incident log forms should be shared with the Head of school or senior staff to decide if sanctions or parental involvement are required. The incident log is for general breeches of the golden rules not for serious incidents. Any serious incidents will be recorded and discussed with senior staff immediately. The incident log will be reviewed termly to discern patterns in behaviour.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. St.Mawes Primary School welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy.

Low level actions taken by the school for behavior maybe communicated to the parent by letter so that incidents could be discussed at home.

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree a Personal Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

St. Mawes Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend academy free from fear (See Anti-Bullying Policy for further information).

If a behaviour problem is severe or recurring, exclusion procedures may be implemented. On rare occasions, this may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
 - Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute.
 - The Head of School and senior staff have the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff.

The Head of School, Executive Principal and the Hub Council of the our school have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term and permanent exclusions

Only the Head of School has the power to exclude a child from the school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently. Before taking such a step they will have taken advice from the Hub Councillors, Aspire Board, the Education Welfare Service, County Psychological Service or any other relevant professionals.

If the Head of School excludes a child, she will inform the parents immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents that they can appeal against the decision to the Hub Council. The school will inform the parents how to make any such appeal.

The Head of School will inform the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School.

A child may be excluded from school by the Head of School for a number of reasons, and for anything from a half-day to permanently.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and willful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

Persistent long term defiant behaviour,
Threatened or actual physical assaults,
Sexual abuse,
Supplying illegal drugs or carrying an offensive weapon.

Permanent Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

St.Mawes School will adhere to the guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Sept 2017 which relates to :

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Monitoring

The Head of School will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Hub Council on the effectiveness of the policy and if necessary, make recommendations for further improvements.

To be reviewed annually