

St.Mawes Primary School
Managing and supporting positive behaviour policy 2021-2022

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 hub councillors 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 as 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 pupils are made aware of and expected to follow our golden rules which are displayed in the classrooms and hall.

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 the individual incident log or MyConcern and reviewed 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 is 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.

Rewards available

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 our 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 and awards for maths and literacy or other topics.

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 and staff.

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 behaviour may be 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 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 an 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.

The Head of School, Executive Principal and the Hub Council of 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 Aspire inclusion team, the Education Welfare Service, County Psychological Service or any other relevant professionals.

If the Head of School excludes a child the parents will be informed 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 school's behaviour policy which result in the teacher being distracted from the task of teaching the class to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful 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.

Addendum June 2020

Addendum review October 2021

At St Mawes Primary School, we have recently reviewed our Behaviour Policy in line with the Coronavirus pandemic and the reopening of school's guidance from the DfE. We understand that this is an especially challenging time, and we will continue to support our children. All children and staff have

the right to a safe and calm environment. Therefore, all children will be required to conform to any measures which the school deem as important to minimising risk associated with coronavirus. The well-being and safety of our children and staff has always been, and remains, our utmost priority.

This addendum sits within our whole school Behaviour Policy During the Covid-19 Pandemic, we have introduced additional measures alongside new procedures and routines aimed at minimising the risk associated with coronavirus.

Procedure and Routines for children and parents

Parents

- Arrive and leave the school promptly and do not congregate in groups.
- Do not bring a child to school if they are experiencing covid symptoms
- Ensure contact details are up to date and phone calls from school are answered
- Be aware school could close at short notice and provision for collection must be in place daily

Pupils

- Remember to wash hands well upon arriving in school, after breaks, before and after eating, after coughing, sneezing and toileting
- Play safely in all areas of the school
- Remember to only use the toilet after speaking to your teacher and wash your hands well afterwards
- Follow the 'catch it, bin it, kill it' rule when coughing or sneezing
- Remember you must never spit, sneeze or cough intentionally at others. You must not lick or bite.
- Tell an adult straight away if you feel unwell

Consequences for unsafe behaviour

Health for all those in school requires adherence to the above procedures. As the routines are new, pupils will be reminded and will not be penalised for making a genuine mistake. Pupils will be regularly supported and prompted. However, if a pupil deliberately uses repeated unsafe behaviour, action will need to be taken.

If it is deemed by the school that a pupil is not consistent with the above measures or being safe, he/she may be asked to not return to school for a fixed period of time – this action can be immediate. Alternative Home

Learning opportunities will then be offered. The well-being and safety of all our children and staff is our utmost priority.

Supporting Children

All staff will support children transitioning back into school and will actively support children's mental health and well-being by reaffirming routines and values. As a staff we understand that children will have been impacted by the pandemic in different ways and may not find it easy to 'settle and learn'.

The children will be reminded of expectations, rules and procedures through posters and visual aids throughout school. If you could discuss with your child, the differences to their daily routine and why they are needed at this time that would be most helpful. We will endeavour to set the new practises in place in a calm and positive way.