

Tintagel Primary School Personal Development, Behaviour and Welfare Policy

“A Positive Approach”

Rationale

At Tintagel School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are nurtured to fulfil their potential, irrespective of race, gender and religion, with equal opportunities for all. Our school embraces the values of our British Culture and this is a thread running through every aspect of our learning from the democratic voting in of pupils to leadership positions, to the focus on fairness and justice when settling issues around peer to peer relationships.

We are committed to the fundamental belief that children learn best when they feel happy and safe both in the physical and social and emotional sense. Staff, Governors and Directors have shared their ethos around the preservation of childhood and the positive nurture of every child who enters our school. We understand that the close attention to detail which aims to remove any contextual barrier to learning - be it social, emotional or physical - goes far beyond merely academic issues. To this end, we are fully committed to a positive approach to the well-being of children both within the school context and beyond. We are committed to the relentless pursuit of the development of children holistically.

Fundamental to our school ethos is that good behaviour and effective learning go hand in hand and are inextricably linked if pupils are to thrive and be their best.

Positive Behaviour for Learning happens even before the pupils enter school. It is a prerequisite for pupil progress and cements the essential working partnership between school and home. As such, excellent home/school relationships and timely communication are at the heart of pupil wellbeing and positive attitudes. This policy should therefore be read in the context of our School Improvement Plan, our Teaching and Learning Policy and our Working with Parents Policy. There are also strong links to our Attendance, SEN, Care and Guidance Action Plans, and our Home School Agreement. Equally, this policy dovetails with our Thrive approach to the wellbeing and personal development of children.

This document is a statement of the aims and strategies for ensuring positive behaviour for learning. It outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Tintagel Primary School.

The policy is the result of consultation with pupils, the school council, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. The whole school community has contributed to this behaviour policy through their involvement in the development of the school's 'Core Values', the 'Calm School Code' and the 'Mistakes Process'. This policy will be updated as necessary to reflect any new initiatives, approaches or legislation.

Aims

We aim for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school

can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure, and where mistakes are considered to be integral to the process of learning. It also underpins pupil accountabilities as learners and the school's 'Learning to Learn' strand of the Teaching and Learning Policy.

Tintagel Primary School has twelve 'Core Values' and 'A Calm School Code'. The primary aim of the behaviour for learning policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. The 'Mistakes Process' is integrated into all aspects of learning – including Spiritual, Moral, Cultural and Social development – so that all stakeholders have a common framework for ensuring that children learn from mistakes and have consistent, positive ways forward for improving behaviour and learning attitudes.

We do 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 children attend school free from fear (See Anti-Bullying Policy for further information).

Expectations

At Tintagel Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Work collaboratively to provide an environment which is happy, safe and secure and where effective learning can take place.
- Ensure pupils are aware of and supported in being accountable for their role as learners
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that these underpin the code of conduct in every aspect of school life.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. It empowers pupils to make choices which will positively impact on the progress of all children. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

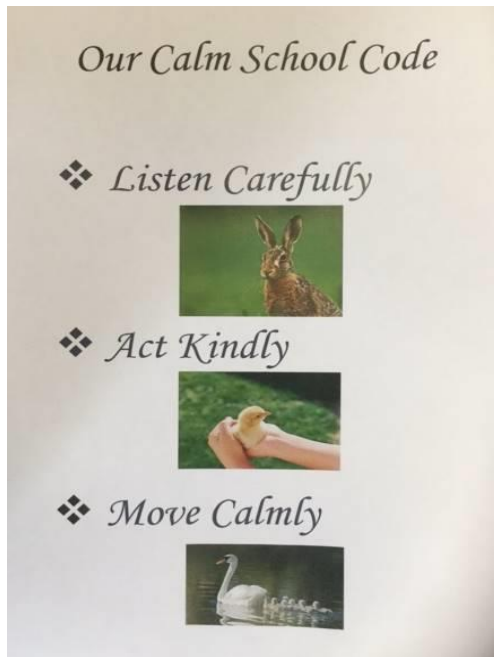
We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of our school are that:

Our school has twelve 'Core Values'

Respect	Pride
Responsibility	Justice
Aspiration	Wisdom
Perseverance	Kindness
Honesty	Trust/Collaboration
Creativity	Belonging

The Calm School Code



We have three simple directives which underpin how we present in school each day. They should be visible in all that we do in every part of the school.

The Mistakes Process

In order for children to feel safe, be open minded and take risks with new challenges, we have made a commitment to embracing the mistakes process or 'learning to fail well'. This means that making mistakes is recognized and valued as part of the process of learning. In order to help children reflect on mistakes they have made, and recover from an error as well as building resilience and an open, reflective approach, we have created a simple five point response linked to 'catching the mistake'. This is communicated across the school community in order to frame the response to 'mistakes' with a secure, consistent language which is solutions based.



All key directives are displayed around the school, should be applied everywhere including the outdoor environment. They should be modelled, implemented and upheld by the whole school community and are based on the belief that:

- Behaviour and attitudes to learning can change and every child can be successful

- Praise, celebration and a system of rewards are more likely to promote positive behaviour for learning than blame and punishment
- Using a positive system of meaningful rewards will increase children's self-esteem and support them in achieving success
- An awareness of every child's needs and their individual circumstances helps us to act in a fair and consistent way. It ensures that expectations and accountabilities are effectively matched to pupil context.
- We strive to consider the safety of all children and minimize any disruption to learning whilst helping children to acquire self-discipline
- Children need to feel good about themselves and reinforcing good behaviour for learning promotes pupil wellbeing

As well as adhering to the 'Calm School Code' and upholding our school values, every member of the school community is responsible for behaviour in the wider sense and should apply the following principles:

- **If you don't stop the inappropriate behaviour you are condoning it.**
- **You own your own behaviour.**
- **The core business of our school is learning and we have high expectations that positive attitudes to learning will be consistently upheld by all stakeholders.**

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All staff should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour for learning at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. The Leadership Team values the individual approach to rewards in each class, depending on the needs of the pupils.

Adults should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise

- Special responsibility/jobs
- Special privileges (e.g. additional play time)
- Positive phone call home
- Whole class team rewards
- House points (counted weekly, monthly, and yearly through sports events. Cups given in assembly)
- Caught Being Good raffle tickets
- Respect Stars
- Class VIP
- Star of the Week certificates
- Celebration Wall
- Pride postcards

Consequences

Despite positive responses as a means to encouraging good behaviour for learning in our school, and the consistent deployment of the Mistakes Process in order to resolve issues, it may be necessary to employ a number of sanctions to enforce our school values and the 'Calm School Code', and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, adults should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the deregulated behaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and supports children in personal reflection, enabling them to identify more positive behaviour strategies through the Mistakes Process

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction or consequence is applied fairly and the consequences fully explained.

If the class/school code is broken, the following consequences may be expected (consequences will be differentiated to the needs of the children):

The range of consequences include

- planned ignoring
- non-verbal signals
- identifying an appropriate behaviour in another child
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the environment

- separating the child from a group or the class for a set time (pupils must always be supervised)
- loss of privilege
- given tasks/jobs to complete that will benefit the school community
- missing a playtime or lunchtime (must be supervised)
- being sent to work with another class for a set time. Any work missed to be completed at the next appropriate opportunity
- paying for deliberate breakages
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the SENCO with a view to devising an “individual behaviour programme” to help the child learn appropriate social behaviour in school. This may result in the involvement of external support agencies
- referring the child to the Assistant Head
- referring the child to the Headteacher (severe misbehaviour)

If a child’s behaviour demands that sanctions/consequences are regularly used, the teacher should set up a behaviour monitoring report to log incidents. The leadership team and parents must be informed. In some cases, the child may require an individual risk assessment and a personal behaviour plan.

If behaviour continues to be a concern, then the child will be placed on a behaviour report for a clearly defined period i.e. two weeks. This will help the pupil to set & meet targets for improving behaviour. This must be shared with parents.

All incidents of bullying or racism will be formally recorded and reported to parents and the local authority.

Extremely poor behaviour must be reported to the headteacher or assistant headteacher immediately. A letter will be sent home or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

It is our belief that any escalation of negative behaviour should be explored fully alongside the child and their parents. The deployment of support – often in the form of Thrive reparative work - is critical to ‘changing’ behaviour rather than just ‘managing’ it, as is the adult partnership around the child. In our school, there will be a wraparound response to high needs children who demonstrate regular challenging behaviour.

Ongoing concerns with a pupil’s learning attitude or lack of accountability for their learning which constitutes poor behaviour for learning, will be monitored closely by the class teacher and SMT. Aspects may be discussed at Care and Guidance Team level. In all cases, timely strategies will be used to engage parents in support of the child and secure change which impacts positively on the child’s ability to engage with learning and make progress. In some cases, a pupil will be referred to the Adult Learning Mentors (HH and LU) for 1:1 support in securing their accountabilities as a learner. Follow up monitoring will be conducted in class to ensure these are consistently applied.

Fixed-term and permanent exclusions

Only the Senior Headteacher (or the Head of School) has the power to exclude a child from school. The Senior Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one

school year. The Senior Headteacher may also exclude a pupil permanently. It is also possible for the Senior Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Senior Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion and outlining arrangements for school work to be sent home. At the same time, the Senior Headteacher makes it clear to the parents that they can appeal against the decision to the Directors of the Trust. The school informs the parents how to make any such appeal. Upon returning to school after a period of exclusion, a reintegration interview will take place with parents and pupil to clarify expectations and outline arrangements for monitoring and support.

Recording, monitoring and evaluating behaviour for learning

Although teachers are free to choose their own behaviour management system within class, it is imperative that children are aware of the next consequence or sanction. The school suggests a progressive chart or ladder chart which allows children to see their next reward or sanction.

The school's Toolkit for Learning will be visible in every classroom environment and the headteacher/assistant head will lead and reinforce aspects during whole school assembly. This will underpin every aspect of school life.

Incidents of regular poor behaviour at lunchtime should be reported to the assistant head via the lunchtime staff.

Routinely, in lessons across all subjects, teachers and pupils will engage in reflection on the quality of learning attitudes or 'Behaviour for Learning' using the Learning Toolkit. Teachers will make a written comment about behaviour for learning in each child's annual report to parents. This will be also linked to the school's Toolkit for Learning. In their individual pupil reviews, pupils will reflect on their learning attitudes and comment on their strengths and areas of development drawing skills from the Learning Toolkit linked to examples in their work.

Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with our positive handling policy.

The Power to Search

In the light of recent government legislation, the headteacher and authorized staff have the power to search pupils or their possessions without consent where they suspect a pupil has weapons, alcohol, illegal substances or stolen items.

Discipline Beyond The School Gate

In the event of bad behaviour and bullying which occurs anywhere off the school premises (including cyber bullying) and which is witnessed by a member of staff or reported to the school, the headteacher may decide to take action.

Such circumstances would include:

- Negative behaviour when taking part on a school related activity
- Negative behaviour when travelling to or from school
- Negative behaviour when wearing school uniform or otherwise identifiable as a school pupil
- Behaviour which could have negative repercussions for the orderly running of the school
- Behaviour which poses a threat to another pupil or member of the public (including cyber bullying)
- Behaviour which could adversely affect the reputation of the school

In all of these circumstances, the headteacher may also consider whether it is appropriate to notify the police. In addition, staff in school would consider whether misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case our safeguarding policy would be followed. Equally, if behaviour is potentially linked to a higher risk of exploitation or radicalization, again our tackling extremism and anti-bullying policies would come into play

Allegations Against Staff

Allegations made against staff must be taken seriously and in the event of such an allegation, the school is committed to responding swiftly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwarranted publicity while an allegation is being investigated.

Matters where a pupil has been found to have made malicious accusations against a member of staff will be reported to the authorities and taken extremely seriously by the Leadership. In all cases, the headteacher and Governing body would act in accordance with the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance and refer to the LADO following the flow chart procedure.

Roles

All staff contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

The Role of School Council

The School Council meets regularly and consists of children from every class. School Councillors wear special badges that identify them throughout the school. As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. They will play an important role in shaping and implementing the rules.

The Role of Parents

We believe that parents are their children's primary educators and as such have a vital role to play in their education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good

communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The parental role is outlined in our learning agreement that is shared with all parents. We share the school's core values and the 'Calm School Code' in a variety of ways including through our website, our newsletter and through 'meet and greets' with parents. We expect parents to read these and support them.

The Learning Toolkit, which underpins positive Behaviour for Learning is celebrated in every classroom, is integral to our school environment and communicated to parents regularly through:

- Assembly slides and updates published on our website
- Feedback from the Peer Learning Mentors published yearly
- References in our Newsletters
- Explicit comments during Parent Consultation Meetings, Teacher Reports and Pupil Reviews.
- Children being recognized as the designated Learning Warrior in their class.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action. See our Safe Access of Adults on Site Policy.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour for learning policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Expectations for this are explicit in our Calm School Code.

Children should be made aware that play fighting, rough play and any potentially dangerous behaviour in the playground is unacceptable. We understand that the route to improved lunchtime behaviour is through well framed, highly engaging provision and positive relationships between adults and children.

Lunchtime Supervisors and play leaders are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. They are also trained to support pupils in upholding the Mistakes Process at lunchtimes.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the Core Values and Calm School Code are enforced in their class, and that their class behaves in a responsible manner in and out of lessons.

Class teachers are integral to sharing the Learning Toolkit as a foundation for positive behaviour for learning, and building it into the ethos of their class. This underpins attitudes to learning and supports them in securing pupil accountabilities. How teachers do this is dependent on the needs of the class and should be responsive to the learning context. It does, however, extend as far as homework commitment and securing parental support for attitudes to learning at home.

Tintagel School is aware that good classroom organisation is a key to good behaviour for learning and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour and learning attitudes.

Our teachers are Thrive trained and uphold the ethos through positive and enthusiastic approaches. They model and uphold high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting at all times. Good behaviour is encouraged by a well cared for environment and a well ordered positive learning experience. The teaching staff should therefore:

- provide high quality teaching and learning experiences in lessons;
 - set clear expectations of pupil behaviour and accountability through the Learning Toolkit;
 - maintain an orderly classroom;
 - avoid raised voices and aggressive body language;
 - make specific constructive, positive comments;
 - encourage pupils to set their own goals and maintain a sense of responsibility;
 - establish consistent classroom procedures;
 - give clear explanations;
 - set learning objectives and work requirements out clearly;
 - monitor progress carefully;
 - mark work frequently and regularly;
 - give clear instructions so activities run smoothly;
 - handle negative behaviour quickly and calmly so the pace of the lesson is not lost;
- Aim to pre-empt and de-escalate deregulated or challenging behaviour without confrontation
- listen carefully and react appropriately;
 - draw to parents' attention children's achievements in work and behaviour;
 - provide rewards through comments and commendations for good attitudes and conduct;
 - provide a stimulating and orderly curriculum delivery.

Teachers should exercise their own judgement as to the form of their response to disruptive behaviour, bearing in mind the school's principles.

Teachers should be aware that their aim is to establish good order quickly for the benefit of the learning of other pupils. Teachers should try not to over-react which may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre. It is the teachers' role to play their part in securing good behaviour at times and in places where negative behaviour is more likely to occur. Teachers should also participate in break time supervision. Teachers may need to benefit from and should contribute towards support systems for each other. **We all own the personal wellbeing and welfare of our most vulnerable and challenging children.**

Staff may turn for advice to any other staff member, but in particular should feel free to approach the school leadership team. The headteacher can be approached for support by any staff member at any time and in the end is responsible for supporting all staff. Any serious misbehaviour should be promptly reported to the headteacher or Assistant Head.

All teachers should feel they are working within the framework of the school behaviour for learning policy and principles.

Role of the Directors

The Board of Directors has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The directors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour for learning and discipline policy, but directors and governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour for learning policy consistently throughout the school, and to report to directors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour for learning, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of negative behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of unsafe or challenging behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Behaviour Policy Appendices

- **School Core Values**
- **A Calm School Code**
- **The Mistakes Process**
- **The Learning Toolkit**
- **Home / School Learning Agreement**
- **Consequences Continuum.**

