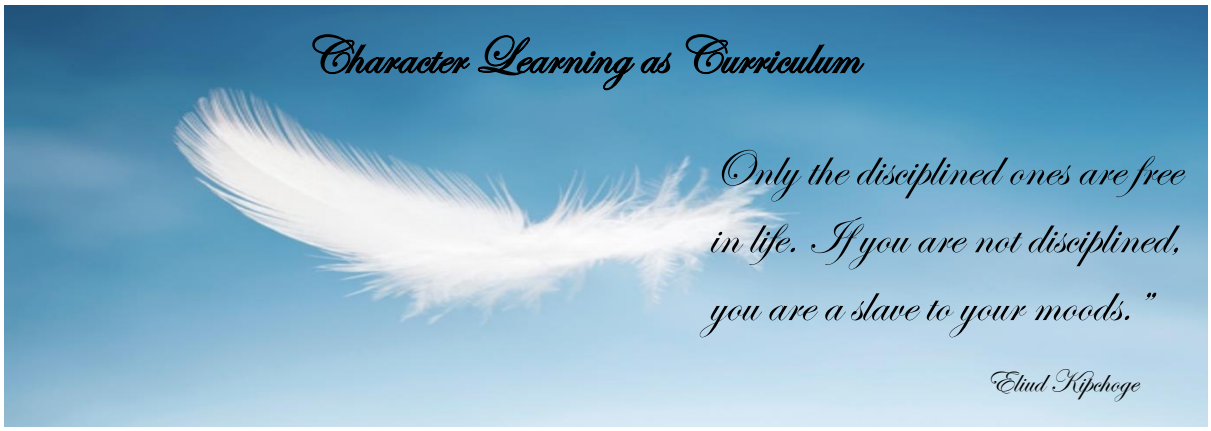
Behaviour Policy

November 2020-2021



Rationale

Here at Tintagel Primary School, we believe that adults in school are the architects of the Behaviour Culture we want to shape, and that all staff should create an environment in which all pupils belong and feel safe. It is critical that the environment reflects this commitment and enables all children to thrive as individuals and as learners. This requires establishing strong, learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries. A safe school environment is a place which embodies calm, and where good behaviour is held up as a fundamental prerequisite for effective learning. It is our aim to achieve this for our community of learners - our Tribe of Tintagel – so that every child is able to experience freedom to learn and freedom to be. This freedom is built on respect for knowledge, for ourselves and for each other.

Why is good behavior important?

We believe that good behaviour improves every outcome imaginable for children no matter what their starting points.

- Academic outcomes
- Social benefits
- Wellbeing
- Mental Health
- Creativity
- Social Mobility
- Vocational opportunity

Why do children sometimes behave badly?

In trying to understand what causes negative behaviours, we have drawn knowledge from the recent leaps forward in scientific research and understanding of how the brain develops, and the impact of early trauma on brain development. We recognise that challenging behaviours can stem from a number of adverse childhood experiences or ACEs such as:

- Trauma and need causing a profound lack of emotional resilience.
- Developmental delay or early experiences which have hampered optimal brain development.
- Inconsistent role models or disruptive experiences such as moving school multiple times or family break up.
- Low self-esteem and poor sense of self, resulting in children feeling awkward and vulnerable.
- Anxiety stemming from failure, shame or a profound sense of worthlessness.
- When low level non-compliance goes unchecked and escalates over time – at home and in school.
- The impact of different beliefs, values, habits, abilities and standards in the home.
- The normalisation of high-level use of online devices and exposure to inappropriate content on the internet.

Sometimes, low level negative behaviours can escalate significantly because:

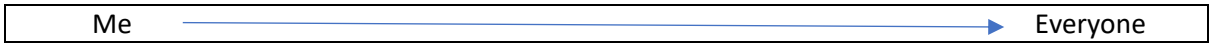
- They appear to be endorsed or approved of by their peers – children seek affirmation and kudos for the wrong reasons.
- Staff are inconsistent in their responses so that children receive mixed messages and are able to push against blurred boundaries.
- Relationships are inconsistent and children struggle to build positive responses to adult authority.
- Children are seeking status, authority and a sense of powerfulness or control – this can sometimes stem from fear and anxiety.

In response to these challenges, we have revisited the roots of our school culture as we know that this has a more profound effect on shaping how children behave than merely implementing strategies. We believe that curriculum and 'character development' go hand in hand and it is our aim that our adult instincts when dealing with behaviour are rooted in culture over strategy. Consistency is our most important tool in developing pupil character, and our responses to children must be honed to default so that children do not receive mixed messages from adult role models.

Vision and Aims for A Character Curriculum

Our knowledge informed Enquiry Curriculum is structured to develop incrementally and sequentially from a notion that children need to establish a secure sense of self before they can contribute effectively to wider learning contexts. We build our learning experiences in the same way as a tree lays down growth rings and use this as a metaphor for character development; starting with the notion of self or 'me' at the centre and then adding personal growth rings through each consecutive year of learning, building to the 'everyone' of understanding our place in the world and establishing a global identity. This is driven through our learning lenses.

Year	EYFS	1	2	3	4	5	6
Learning Lens	People	Place	Community	Change	Innovation	Equality	Sustainability



Our core commitment is to set out to change children's mindsets through our belief systems and the Unshakable Culture of the Tribe. Through implementing this, we believe we can build children's tenacity and resilience, and fundamentally, instil in them the discipline of self-efficacy and self-regulation so that they are empowered to achieve their best potential.

Our ambition is to move away from a culture where we reflect on behaviour after it has happened and consider ways in which we can reflect on behaviour before it happens – a more proactive stance with more consistent messages. This is linked to aspiration and believing every child can achieve more.

Our Belief System –the beliefs that we are prepared to own, and which underpin Our Unshakeable Culture of the Tribe

- Knowledge matters
- Our core business is learning
- Authority is important
- Discipline is vital
- Respect should be unquestionable
- Relationships are built on love – trust – empathy (this includes tough love)
- We want only the best for our pupils
- Personal responsibility underpins a no-excuses culture (accountability without blame)
- All children are entitled to an education, but they must learn to take the opportunities we offer
- Children need a sense of self and belonging before they can become a global citizen
- Education profoundly shapes society

The Mistakes Process

Drawing on our understanding of brain development and the importance of **Growth Mindset**, we believe that when children struggle with their behaviour, they can be supported to change their behaviour though the Mistakes Process. This draws on the belief that failing well and embracing mistakes are fundamental to the learning process. We use an approach starting with 'catching the mistake' and a sequence of 5 steps to move forward from negative behaviour with the expectation that an individual will own the mistake, take responsibility for it and reflect on how to ensure it does not happen next time; to effectively 'catch' or learn from the mistake. Ideally, it is our ambition that over time, children will learn to become reflective enough and emotionally resilient enough to 'catch the mistake' before it happens.

Positive Relationships

The values of the Tribe are underpinned by the integrity of trust. There are many reasons why the fundamental role of a teacher is to establish positive relationships with pupils. Most importantly, relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued – and to feel they belong. Positive relationships also underpin the creation of conditions where pupils and teachers can focus on learning, free from distractions or emotional threats. Critically, positive relationships are key in communicating trustable feedback that pupils will act on in order to maximise their progress. In short, in every classroom, the quality of relationships is inescapably aligned to the roles and responsibilities that both teachers and pupils must fulfil for great learning to take place. Trust is the driver in order for these relationships to thrive.

Special Celebrations, Roles and Responsibilities:

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example during lunch time, encourages positive interactions and aspirations. Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration and are seen as an important opportunity to embed the values of our school Tribe. We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults - staff, parents/carers and Hub Councillors to employ this in our relationships with each other, as well as with our pupils. Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

Intentional Behaviour Design and Cultural Norms

Fundamental to our tribal values and intentional behaviour design is the establishment of cultural norms. These are the clear routines and boundaries which underpin the relationships for learning and are our 'way of being'. Rather than relying on a series of strategies in response to misbehaviour, we believe that as architects of curriculum, we must effectively teach pupils how to behave well and build cultural norms which uphold expectations and ultimately change behaviour rather than just managing it.

Through their messages and interactions, teachers will make it clear to pupils, that they as their teacher have responsibility for them and that this gives them authority alongside a duty of care. Teachers at our school strive to adopt a mindset where their relationships with pupils are focused on the shared purpose of achieving learning. We believe that once pupils understand the boundaries for positive behaviours, and that these are consistently and judiciously maintained, they will more readily accept them as the norm within which everyone co-exists.

Empathy and Kindness

Empathy and kindness underpin all positive relationships. We aim to consider every pupil through a lens of 'understanding', and this influences every interaction that adults have with children. What we say and how we say it, the expectations we have of pupils and the way they interact with each other are all a reflection of this collective stance founded on kindness and empathy. Adults model this to each other in their daily interactions and everyone models this to the children every day as part of the cultural norm of our school. When teachers are faced with challenging situations, they know that it is even more important that they approach pupils through the lens of empathy and kindness. This needs to be sincere and consistent as children can detect insincerity – especially those more vulnerable pupils who have been let down by adults in the past - as feigned relationships add to a child's sense of isolation and fear.

Naming the Child

An important underlying principle of our approach to behaviour and welfare is knowing the child and addressing them by their name. All adults strive to know all children and call them by their name.

Combining Assertiveness with Warmth

We believe that the ideal demeanour of a teacher is to be assertive – rather than autocratic or indecisive. Assertiveness means that we expect compliance but do not use power overtly to gain it. We secure compliance through respect. Teachers consistently teach and reinforce boundaries whilst simultaneously being warm, kind and empathic. There is a universal expectation that all staff use tone of voice and body language that is firm but warm. The most successful classroom cultures thrive where teachers are firm with consistency and fairness whilst also communicating that each pupil is valued and respected. This is especially important when pupils behave inappropriately, and it is vital that adults remain calm and rational under these circumstances.

In challenging situations, adults are trained to listen for the substance of what pupils are communicating and respond using adult language and **Positive Framing**. They maintain a professional demeanour and support the child to seek out positive choices, recover and reflect from a difficult episode. The dignity of the child and the integrity of the adult are paramount when behaviour is at its most challenging.

Adults know when to step in and support each other under challenging circumstances. The most behaviourally challenging pupils are 'owned' by all staff who 'walk towards' the problem in order to wrap care and support around the child, and each other.

'What you permit, you promote.'

Establishing Cultural Norms

Here at Tintagel, we do not tolerate mediocre outcomes for children – including poor attendance, repeated lateness or off task behaviours. We help pupils to function within a framework of high expectations by ensuring that we are clear about what it means to be a part of our learning community or Tribe. Whether as a whole school or within the classroom, staff have considered and agreed on what expectations are to be determined in order to offer all children the opportunity to maximise their potential. This includes how to move around the school, how to enter a classroom, how to move between transitions within lessons, how to manage resources, how to listen and how to work collaboratively. Teachers take time to explicitly model how work should be set out and presented and routinely share success criteria, models and images to support children during the process of learning. Part of the teaching sequence is explicitly set aside to walk through these expectations, rehearsing not only the outcome for but also the process of learning. During lessons, teachers take time to pause learning and check pupil's understanding of expectations. They positively frame the behaviours and outcomes they are expecting from children and in this way they routinely and positively insist on cultural norms in behaviour for learning as well as reinforcing ambition for learning outcomes.

Redirect, Correct, Challenge

When expectations are not met, staff use a combination of **The Mistakes Process** and **Positive Framing** to redirect children so that they are given the opportunity to 'catch the mistake' and change their behaviour. Integral to the management of whole class learning behaviours is the insistence that all children will comply. This requires that staff explicitly describe the desired behaviour – and praise where they see it happening – and then wait. The absolute precision and consistency in this pause and insistence is integral to successful classroom culture.

Sustaining Expectation

Staff know that it is much easier to sustain high expectations if they become the norm as part of a set of routines; behaviours that everyone demonstrates every day as part of the learning culture. Teachers regularly rehearse and redefine routines so that they become embedded behaviour and children feel safe in the framework of expectation.

Signal – Pause – Insist

This is one of the most cohesively used routines for establishing a culture for learning in our school. In order to avoid using too much language which can cloud pupil perceptions of what is expected, staff have refined the use of non-verbal cues in order to instil calm and minimise time wasted – especially as children are expected to move from one phase of a lesson to another efficiently. The initial signal may be a raised hand or a brief '3-2-1 and listening' cue. Adults stand, face the class and scan with intent whilst they wait for all children to stop and focus on the adult. Direct eye contact reinforces the power of the silent signal. Teachers then pause so that pupils have time to respond but hold eye contact whilst they wait. Teachers offer positive affirmation '*Thank you'* with a name in order to reinforce the desired behaviour response. Teachers then insist before moving on. There is a collective agreement that if even one pupil resists the cultural norm of this routine, it is undermined and devalued. Further insistence is secured through stronger eye contact and a further verbal prompt using Positive Framing: '*When we are all ready, thank you*.' Or '*X, I need you listening, thank you.*' These signals must be explicitly taught and rehearsed until they become the cultural norm. If they slip, it is important that time is prioritised to reteach, reaffirm and recalibrate the cultural norm.

Positive Framing

This technique for establishing and maintaining high expectations is an approach used across the school and is a critical tool in order to positively reinforce the desired behaviours. It draws on the language of encouragement and positive affirmation rather than focusing on any negative or derogatory challenges which may undermine the emotional resilience of children and further exacerbate challenging behaviour. The most effective classroom cultures are where children are constantly bathed in feedback about their behaviour, so they know how they are doing. (The *'I love it when'* of the everyday classroom).

Teachers frame correct choices through a positive framework and take care to reinforce the cultural norm whilst taking the focus off the child:

- Affirming positive responses first - noticing and signalling behaviour for learning from pupils that are exhibiting the expectations before dealing with those who are not. *'Well done that table, I can see you are ready to move on.' 'You are listening and ready, thank you.' 'Great response from X, thank you.'* This reinforces the message about desired behaviours as well as acknowledging the efforts of children who behave well.
- Framing a correction through positive reinforcement – teacher reasserts the behaviour that is wanted. They do not describe the undesired behaviour. Instead of *'X, stop talking please.'* Use, *'X, I would like you looking this way and listening. Thank you.'* And wait! Evidence based research has shown that almost all corrective statements can be framed positively, and this mitigates challenge and a pupil perception that they are being targeted/treated unfairly. Potential confrontation is avoided, and no-one loses 'face'.
- To further avoid loss of face and further escalating challenge from the pupil, teachers can assume the pupil's best intentions and still reinforce the desired behaviour.
  Teacher - *'X, I need you focused on the task now, thank you.'*

Pupil – *'But I wasn't talking. It wasn't me.'*
Teacher – *'Ok, that may be so, but I need you focused and working quietly now. Thank you.'*

Teachers should always seek out partial agreement to de-escalate potential conflict and hold up the dignity of the child whilst also securing respect – and the desired behaviour outcome.

Teachers can also assume confusion over defiance in order to avoid confrontation. *'I wonder if this group didn't quite hear the instructions?' 'Can we just check that we have all understood the routines?'* This is transparent to all concerned but it keeps the corrective choices light, friendly and non-confrontational. At the same time expectations are reaffirmed with clarity and intent.

Teachers are also trained to use WINE from the TiSUK approach in order to de-escalate/avoid confrontation. This is especially so when a child – who regularly becomes dysregulated – is picking up the momentum of agitation/non-compliance. (See TIS UK support script in appendix)

Rehearsing Routines

Routines are the bedrock of our positive behaviour system. We strive for all pupils to feel safe and comfortable within the framework of the cultural norm so that the focus of every lesson is on learning and progress is maximised during every opportunity throughout the school day. We call this the 'Unshakeable Line' and it should be known, understood and enacted consistently as a matter of routine.

Walking Through Routines

Routines around the school are as consistent as possible and framed in as few words as possible. They are underpinned by three simple directives – our **Calm School Code. 'Listen Carefully. Act Kindly. Move Calmly'**. These directives shape the detail in every aspect of school life i.e. from moving from a teacher-led instructional phase of a lesson to a group/independent phase; from entering the school from the playground to packing up resources at the end of day. Teachers teach these routines explicitly and rehearse – walk through – them until the desired standard has been met and reflected on by the class. If teachers do not establish high expectations from the outset, it is harder to reset the standard later.

Teaching Signals are explicitly taught, rehearsed, reinforced and reflected on so that they remain overt in the framework of cultural norms. It is critical that corners are not cut, or that details are not watered down as this undermines the accepted integrity – the routineness – of the routine. Pupils then lose a sense of what is really expected and acceptable.

"Our actions become our habits, our habits become our character,
our character is who we are."
Attributed to Aristotle

Refreshing and Rebooting Routines

In order to refresh and reboot routines and uphold cultural norms, staff continue to use **Positive Framing** alongside the language of **Choices and Consequences**. It is not a practice of our school to issue group consequences to multiple pupils. If routines and behaviours lapse, as can often be the case over time, teachers designate time to explicitly re-setting expectations, reteaching routines and reconnecting pupils with the cultural norm.

Choices and Consequences for Learning

Our core philosophy of no excuses culture rests on a belief in personal responsibility and individual agency – giving children agency by holding them to account for choices – as the route to helping children achieve their best potential. This is underpinned by a culture of absolute clarity and predictability. Because we know that some of our most vulnerable children already come from chaotic homes, our school environment must offer safety through predictability and order. As teachers, we recognise the fundamental need to teach children to manage emotions so that reason can be deployed. Reason can then get to work on knowledge and learning.

As part of any positive behaviour management system, it is important that expectations and routines are agreed, and alongside them, a set of consequences if the routines or rules are broken**. The power of the system does not lie in the consequences but depends on how effectively the teacher uses the whole system to secure the expected standards of behaviour. Consequences on their own do not secure positive behaviour.** Fundamental to the effectiveness of any behaviour system is the integrity of the positive relationships which underpin it at every level. Second to this is an emphasis on pupils making the right choices in the full knowledge of the consequences of the choices they make.

The Range of Formal Consequences

It is vital that all pupils know what the consequences to their actions are. If warnings are given, teachers must reframe the consequences clearly. We believe that consequences for very serious behaviours must be crystal clear for everyone. In principle, if pupils choose to make negative behaviour choices, they are choosing to receive the associated consequence. Rather than using sanctions automatically, here at Tintagel School we use the **Mistakes Process** in the first instance to reframe the desired character development/behaviour outcome, just as we do to frame learning. We understand that children are still learning to negotiate relationships and how to manage their behaviour. For that reason, if a child makes a poor behaviour choice, we use the Mistakes Process to 'catch the mistake' and follow a simple sequence to frame reflection and learn from the mistake. The expectation is that the child then does modify their choices and learns from the mistake. Moving forward, the aim is to improve pupil's self-efficacy, support them in owning their choices, and frame the language of accountability without blame. Our aim is to change negative behaviour, not just manage it.

Assertive Choice Direction

This is the language of choice and consequence. It is used to remind the pupil of their options – to either follow behaviour expectations or take the consequence that is associated with their negative behaviour. When setting consequences, staff are encouraged to frame them with a narrative so that the child understands 'why'. This also reinforces expectations for everyone else: '*X, you have continued to talk after the warning, which disrupts our learning, so there will now be a phone call home.'*

The Principle of Certainty over Severity

An important aspect of the consequences system is that all pupils must believe that the teacher will definitely follow through. **The severity of a consequence is less critical than the predictability of it.** In order for a consequence to act as a deterrent, it must be absolutely accepted that it will definitely be followed up.

Children have a strong sense of justice. It is therefore imperative that any consequences are used judiciously. Under use of consequences undermines the behaviour culture. If consequences are used too liberally or inconsistently, without narrative or reinforcing routines, they can instil a culture of negativity. It is therefore important that staff give pupils the opportunity to learn from mistakes and make good choices.

Extrinsic Motivators and the Principle of Benevolent Adult Authority

The following agreement underpins our approach to using consequences and rewards. When adults issue consequences it is critical that this comes from a perspective of care and warm, adult authority:

- Consequences and rewards are an essential part of a school feedback system.
- Consequences and rewards are one part of the jigsaw- they are not universally effective. But no one strategy is.
- Consequences must be consistent, proportionate and predictable.
- Rewards must be sincere, targeted and proportionate. (Experience shows us that they mainly impact more on younger or well-behaved children and are less effective on children who struggle to buy in).
- Subtle praise is the most effective motivator. (Well-behaved children don't need the constant nudge of praise. They need periodic, sincere recognition.)

Other Consequences

- Quiet reflective feedback when the child is ready/emotional support in times of dysregulation
- Teacher/parent meeting – this assumes a positive stance. The idea of working together is promoted but without compromising accountabilities. 'What you permit, you promote.'
- SLT discussion with potential subsequent SLT meeting with parents, working on the principle that when negative behavior is ongoing and escalating, pupils are 'owned' by all staff and we all walk towards the problem.
- Time out in a safe place – this releases tension and upholds the moral imperative for other children, thus reinforcing the cultural norm. The challenging child is removed, and issues are addressed but, critically, other children are allowed to learn.
- Staff must never leave a child unattended in a corridor or a room. Sending a child out needs to be pre-empted and pre-arranged with a plan for reintegration.

Staff Responsibilities

All Staff

- Ensure that there are good routines (see above)
- Ensure that you are consistent, friendly and professional at all times
- Remain calm - Aim to be positive at all times by seeking out and rewarding the good
- Regularly discuss the Academy Rules and why they are important
- Explain why certain behaviours are not acceptable using the TiSUK approach
- Be consistent about praise and rewards as well as when supporting positive behaviour
- Be aware of individual needs

Playtime and Lunchtime Staff

As above, plus:

- Be active and engaged with the children
- Be aware of the main problem areas (places, times, individual children, etc)
- Be active in your supervision
- Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff
As above, plus:

- Operate the Good to be Green reward system
- Support Playtime and Lunchtime Staff

Senior Management Team
As above, plus:

- Monitor the patterns of recorded on the schools Arbor system
- Identify the main problem areas (places, times, individual children, etc)
- Discuss and agree changes in order to reduce the number or range of concerns
- Keep a record of the impact of any changes
- Support teachers when a parent/carer meeting is required

Senior Leadership Team
As for 'All Staff' above, plus:

- Support staff in the implementation of the policy
- Attend key meetings where required
- Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
- Take prompt and decisive action to deal with areas for development

House System

All of the children and staff from Reception to Year 6 will be organised into three House Teams and will be able to earn House Points as an additional reward for good effort, behaviour, achievement and also participation and success in school competitions and events throughout the year. During the weekly Tribe assembly, house points are celebrated. This is also where we recognise the impact of our Learning Toolkit and award Learning Warrior status for the following positive learning behaviours:

- **Risk-taking**
- **Open-mindedness**
- **Empathy**
- **Curiosity**
- **Independence**
- **Leadership**
- **Resilience**
- **Participation**

The award of Learning Warrior of the week results in a Pride Postcard being sent home to the child through the post in recognition of their positive learning disposition.

Consequences

We want children to be aware that for poor behaviour, there are consequences. For children who are not able to respond to the cultural norms in our Calm School Code, this will be in the form of sanctions (depending on the severity of the behaviour):

-1st verbal reminder – dialogue and reminder of how to improve using the 'Catch The Mistakes' approach

-2nd verbal reminder - dialogue and reminder of how to improve referring to the Mistakes Process as above

-3rd verbal reminder – logged on Arbor and communicated to parents/carers (severe incidents, such as fighting, swearing, bullying, vandalism, refusing to follow an adult's instructions, lying may result in step 3 being the first sanction)

Incidents to be recorded on Arbor System or on individual incident log if negative behaviour is persistent. Records are kept up to date and are monitored for patterns of behaviour. Records are monitored at SLT meetings. Any concerns passed to SLT. If behaviour does not improve parents/carers and child to meet with Head of School to discuss an individual behaviour plan. This system is followed by all staff at all points in the school day, including lunch and breaktimes.

Trauma Informed UK Approach

Through TIS training, we understand that some children are carrying deep seated trauma that they are grappling with. We always approach these pupils from a position of empathy, nurture and support. We need to 'drench' these children in the norm and build trust before we can work proactively with them. However, unsafe behaviour is not acceptable so we will work with parents in a positive, transparent way: be open, agree strategies, have a plan, implement it consistently with feedback. '*If this doesn't work, this is what will happen*.'

Individual Behaviour Plan

When parents are invited into the academy to discuss a child's behaviour, it may be appropriate to agree an Individual 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. Tintagel 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 school free from fear (See Anti-Bullying Policy for further information). We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows:

- Disability
- Age
- Gender reassignment
- Race
- Religion or belief
- Sex (formally called Gender)
- Sexual Orientation - Marriage and Civil partnership
- Pregnancy and maternity

- If we are informed or suspect that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.

Parental Involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Tintagel welcomes the interest and close involvement of parents/carers and by choosing to send their child to our school we expect that parents/carers will support the agreed behaviour policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/cares are invited to work with the school in order to support the child to develop appropriate behaviour. Children who persistently have difficulties with their behaviour will have an Individual Behaviour Plan, shared with the parents/carers, staff and the child. If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. 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 has 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 and the Hub Council of the Academy 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 academy.

Reduced Timetables

There are occasions where children demonstrate through their highly challenging behaviours that they are struggling to cope with our mainstream provision. At this stage there will be a number of support mechanisms in place and both parents and multi-agencies are likely to be involved. SLT believe that in order to recalibrate the levels of stress and non-compliance a child is demonstrating; it is sometimes necessary to both collapse the curriculum and reduce their time in school. This is always done in agreement with the parents and following statutory guidelines laid down by County with all appropriate reporting procedures. Evelyn Kyne (Aspire Inclusion Lead) must be notified.

Alongside a reduced timetable, there is always a support plan and a reintegration timetable so that the desired end point is for the child to build resilience and be able to join the class. At every stage of the process, staff endeavour to narrate the reason for this consequence and rebuild both the self-esteem of the child and the learning relationship with adult and peers in school.

Fixed-term and Permanent Exclusions

Only the Head of School has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before taking such a step the Head of School will have taken advice from the hub council, Aspire Board, the Education Welfare Service, County Psychological Service or

the school medical officer as appropriate to each situation. If a child is excluded, parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the governance of the academy. The academy informs the parents/carers how to make any such appeal. The Head of School in conjunction with the lead hub councillor informs the Local Authority (LA) and the Aspire MAT 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. Your child may be excluded from the academy for a number of reasons, and for anything from a half day to permanently. Tintagel School will adhere to the Head Teacher legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 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.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the School have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can for 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 academy 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
- Verbal abuse related to the protected characteristics as defined in the Equality Act (2010)
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately at the point of exclusion and invited to the 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.

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. It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Tintagel Primary School, we would expect to look for a suitable setting for that child rather than excluding them.

Review

This policy is to be reviewed every two years by staff, hub councillors, parents/carers and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

Appendices/Linked Documents

Catching the Mistakes Poster

Calm School Code Poster

TiSUK Walkthrough

Anti-Bullying Policy

Relationships Education Policy

Accessibility Plan

SEND Offer

Attendance Policy