



Landewednack Positive Behaviour Policy

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1.Introduction

Children learn best when they are well behaved and understand the reasons for behaving appropriately. Our aim at Landewednack School is to make a difference to the way in which children behave by teaching positive attitudes. Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community. The discipline of the school goes hand in hand with the ethos and the atmosphere created within our school. Our behaviour policy fosters our values, self-discipline and a respect for oneself, others and our world; Abiding by this policy will ensure our children 'believe, achieve and SHINE'.

At Landewednack School, we have high expectations of children's work and behaviour. These are fostered in a calm, secure and caring environment, with a positive approach, where praise and encouragement are given.

We believe that because staff, pupils, parents and Governors value good behaviour: -

Children:

learn what good behaviour means
learn to care for one another
learn the value of friendship
develop self-confidence
do as well as possible in their school work

Teachers:

teach effectively with fewer behaviour problems
meet the needs of all pupils
make positive contacts with all parents

Parents:

feel confident that their children are growing personally, socially and academically
know that their children will receive support when they need it
feel welcome in school to discuss their child's progress in a positive atmosphere

2. Aims

- At Landewednack School we aim to:
- encourage a calm, orderly and purposeful community which is conducive to individual progress and high standards of behaviour
- foster positive, caring attitudes towards everyone, where good behaviour is recognised, praised and actively encouraged
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour
- Set clear boundaries for acceptable behaviour and raise awareness about inappropriate behaviour, to ensure safety and to combat bullying behaviour in school
- have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- work with parents to encourage children to develop as fully as possible, socially, personally and academically

- help pupils, staff and parents have a sense of direction and feeling of a common purpose
- Foster our school 'SHINE' Values which were created in collaboration with the children and parents of our school community

3. Our Code of Behaviour ('Diamond Rules')

School rules are kept to an essential minimum. They have been developed to be meaningful to children in order to facilitate a positive environment for teaching and learning. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action, on any problems that may develop.

Our school has the following 'Diamond Rules' to help guide behaviour choices.

Show respect for everyone and everything

We are gentle – we don't hurt others.

We listen – we don't interrupt.

We don't hurt anybody's feelings

We treat everyone fairly

We are honest- we don't cover up the truth

We look after property- we don't waste or damage things

Show good manners at all times

We are kind

We are polite

We are helpful

Follow instructions with thought and care

We work hard – we don't waste our own or others' time.

We keep ourselves and others safe

We stay healthy

We make good choices

We 'stay green'

Our SHINE Values and Diamond Rules encompass British Values: democracy; rule of law; individual liberty and mutual respect.

4. The Rights of a Child

All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 36 – Governments must protect children from all other forms of bad treatment.

Children are taught about their rights. These help to form the class charter at the beginning of the school year and children are taught about these through the curriculum.

At Landewednack CP School, we **all** have the **right** to be:

Educated – and we promise to help create a calm place to learn

Listened to – and we promise to listen to others

Treated Fairly – and we promise to tell the truth and be kind to others

Safe – and we promise to look after our environment and each other

Healthy – and we promise to make healthy choices and encourage others to do so too

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

5. Encouraging Good Behaviour – Roles and Responsibilities

We must be aware of the importance of encouraging appropriate behaviour in school. At Landewednack School we recognise that everyone is different and we value their contributions.

Staff responsibilities:

to treat all children fairly and with respect

- to raise children's self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to believe that all pupils can learn and to expect high standards
- to create a safe and pleasant environment, physically and emotionally
- to explain clearly the behavioural expectations of the school
- to use rules and consequences clearly and consistently
- to recognise good behaviour and ensure that criticism is constructive
- to be a good role model by being warm and welcoming and being positive in gestures and body language
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to encourage children to be responsible for their own behaviour

Children's responsibilities:

- to work to the best of their ability and allow others to do the same
- to co-operate with other children and adults
- to develop an understanding of what is acceptable and unacceptable behaviour
- to know and abide by the School Code of Behaviour- our 'Diamond Rules'

Parents' responsibilities:

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to be aware of the school Code of Behaviour- our 'Diamond Rules' and the Behaviour Management procedures
- to support the school in the implementation of this policy

Governors' responsibilities:

- to review this policy every two years and ensure its effective implementation

6. Rules and Routines

Classroom Charter

Each class devises its own class charter at the beginning of the school year. The children, along with the class teacher discuss, through a PSHE session debate, the rights that the children agree are essential for the smooth running of their class. These

form the class charter which is then displayed on the wall throughout the year and is added to if necessary.

Playtime

Playtimes are supervised by a class teacher and teaching assistants, who encourage the children to play well together and form good relationships with their peers. The staff closely monitor the children and follow the Behaviour Management procedures when behaviour is causing concern.

Lunchtime

At dinner times, supervising staff interact fully with the children, and are actively engaged in playing games with them and encouraging social and emotional development through positive play. They monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher, Assistant Head or Head teacher if relevant. The supervising staff abide by the school's Code of Behaviour- our 'Diamond Rules' and follow the Behaviour Management procedures.

7. Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Appropriate Behaviour

At Landewednack School we believe in recognising and rewarding good behaviour and developing every child's confidence and self-esteem. Children need to feel secure and good about themselves in order to help them treat others with consideration and respect. We make every attempt to focus on the positive rather than the negative behaviour and class teachers use positive classroom management strategies. We treat every child with respect and encourage children to do likewise. We do not discriminate against any child on the grounds of gender, sexuality, race, faith or disability.

The adults within our school exercise the following strategies to promote good behaviour and positive attitudes:

- an approving look or smile
- private praise
- public praise in class and assemblies
- certificates, good news letters and stickers
- informing parents and carers
- displays –e.g., stars of the week
- privilege time
- special responsibilities
- child's name written on the board – Well Done
- collaborative rewards – eg filling a jar with marbles for a reward agreed by the class
- SHINE points to 'spend' at the SHINE Shop
- visit other adults in the school to share good behaviour
- visit the head teacher to share good behaviour

8. Behaviour Management Procedures (including Exclusion)

All staff, teaching and non-teaching, are familiar with the school code of practice regarding behaviour and discipline, and all follow agreed procedures. Children and

parents are also made aware of the school rules and expectations. Occasionally young children may forget our aims for good behaviour and be inconsiderate to others. When this happens the following procedures and sanctions are applied.

Stage 1 - Class-based sanctions which could be carried out by any member of staff (no specific order) :

- a warning or reminder of the rule which has been broken
- notice other children's good behaviour
- give a visual reminder – a look / use of body language
- count to
- choices and consequences
- time out to reflect or calm down
- move to another place
- verbal apology requested

Stage 2 – To be carried out by the teacher (no specific order):

meet with parents to discuss concerns

miss a playtime or part of it / hold an adult's hand or walk alongside when out to play

lose some privilege time

be sent to another class for time out

use of a timer to give the child thinking time and an opportunity to change their behaviour

Stage 3 – (no specific order) :

behaviour modification strategies e.g. chart, marbles in a jar

child talks to Assistant Head Teacher or Head Teacher

a telephone call or letter home to parents to report the behaviour

parents formally brought in

letter of apology

'Incident' form filled in and shared with appropriate staff

behaviour logs and detailed observations may be used to obtain further information/ understanding

'Time In' - this is where a child is given a limited time outside with an activity, for example five minutes of play, before coming back inside for the remaining amount of play time

internal exclusion where a child goes to another class or space

The classroom code is shared with children and displayed in all classrooms as follows:-

If you misbehave...

1. You will be asked to stop.

If you do not stop...

2. You will be given a verbal warning.

If you choose to carry on...

3. You will be given 'time out' to think about making a good choice.

If you still choose to carry on...

4. You will lose a privilege.

If you continue to carry on...

5. You will be sent to another class and we will talk to your parents

If you still continue to carry on...

6. You will be sent to Miss Carey or Mrs Jones

At Landewednack School, Positive Behaviour Management Strategies are actively encouraged. Under Section 89 of the Education and Inspections Act 2006 the school also has the power to discipline beyond the school gate. In exceptional circumstances staff may need to use reasonable force when managing challenging behaviour. Please refer to the Policy for further information.

Stage 4 – Exclusion (fixed term or permanent)

If there are occasions where discipline and good conduct cannot be maintained by a particular child, or if by allowing that child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to exclude. This will only be considered after all possible avenues have been explored and will be a last resort.

Fixed Period Exclusions

If it is deemed necessary to exclude a child for a fixed period, the pupil's parents/carers will be notified without delay of the specific reason and length of the exclusion. This will be followed by written information without delay, no later than the end of the afternoon session of the first day on which the pupil is excluded. Only the Head teacher can exclude for one or more fixed term periods – up to a maximum of 45 days. The

parents/carers will also be notified that they have the right to make representations to the Governing body and the LA and how any such representations should be made. They will be given the name and address of the appropriate people to contact and be invited to inform the Governing body and LA in writing of their intention to make representations. The Head teacher will inform the Chair of Governors at this stage, without delay. The Head teacher must notify parents in writing of the reasons and the period of fixed period exclusion. The Head teacher will inform the LA of all exclusions over 5 days per term without delay.

PLEASE SEE THE SOUTHERLY POINT COOPERATIVE MULTI ACADEMY TRUST EXCLUSIONS POLICY for more information regarding fixed term and permanent exclusions

Please see Mrs Sue Tattersall for a copy of the SPMAT Exclusions policy and for County guidance on exclusions from school.

We acknowledge that a small minority of children may for various reasons lack the maturity or self-regulation to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with, or being assessed for, an Education, Health and Care Plan (EHCP). For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

This policy is meant to help all members of staff have clarity when dealing with good or bad behaviour and aims to help maintain high standards of good behaviour throughout our school.

Anti-Bullying Policy

A bully is someone who knowingly and persistently commits unkind acts (either verbal or physical) towards an individual or group.

A victim is the unwilling recipient of these unprovoked attacks.

The types of unwelcome acts might include:

- Physical harm
- Threat of physical harm
- Extortion, demand for money or favours
- Destroying, damaging or hiding property
- Spreading rumours about an individual's reputation or that of his/her family
- Nasty name calling or teasing
- Using looks or stance to trigger an offence
- Inappropriate use of technology
- Exclusion- deliberately leaving someone out of an activity
- Manipulation- forcing someone else to carry out any of the above actions

Dealing with Bullying

It is important that children know they can talk to someone if they feel they are being bullied. By discussing bullying, children help to develop their own solutions to bullying and suggest ways of telling someone about it. They understand we need to confide in someone they trust. If a child approaches an adult about being bullied, the issue **will** be taken seriously and the child will be given the chance to discuss how they feel. Grade Ruan CE School has a 'zero tolerance' approach to bullying behaviour.

Peer on Peer Abuse

Where children abuse other children this is known as peer on peer abuse. It can take many forms including - but not limited to - bullying [including cyber bullying]; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or other physical harm; sexting and initiating/hazing type violence and rituals. Further details of peer on peer abuse are contained within **Annexe A** of the Department for Education statutory guidance for schools and colleges '**Keeping Children Safe in Education**' (September 2020).

All school staff and members of the Local Governing Body have access to this guidance and will have signed a declaration that they have read and understood their responsibilities in relation to school safeguarding and child protection as part of their induction. The school will ensure that there is further on-going training for staff and governors in relation to safeguarding and child protection and that they are provided with relevant safeguarding up-dates throughout the year – [see SPCMAT 'Safeguarding and Child Protection Policy'](#).

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Our SHINE Values

Strive to be the best you can be

Happiness in learning and life

Imagine what I/we can achieve

Never give up

Everyone Together - children, school,
family, community.



Our Diamond Rules are:



- Show respect for everyone and everything
- Show good manners at all times
- Follow instructions with thought and care.

- If you break a school rule:

You will be reminded of how to behave in school (diamond rules).

You will receive a verbal warning.

- If you continue to break a school rule:

You will lose two minutes of playtime.

- If you continue to show poor behaviour including being rude, unkind or damaging property:

You will lose five minutes of playtime.

You will lose a playtime and may be asked to work outside of the classroom. Your teacher will talk to your parent/carer.

Interview with the Headteacher and lose a playtime.

- If you show serious poor behaviour including aggression towards others:

Interview with the Headteacher and communication with parent/carer.

Involvement of outside personnel.

Exclusion