



## **Landewednack Positive Behaviour Policy**

### **Contents**

1. Introduction
2. Aims
3. Our Code of Behaviour- 'Diamond Rules'
4. The Rights of a Child
5. Encouraging Good Behaviour – roles and responsibilities
6. Rules and Routines
7. Strategies for Promoting Self-esteem and Encouraging, Recognising and Teaching Appropriate Behaviour
8. Behaviour Management Procedures (including suspension) reviewed September 2022
9. Child on Child Abuse Procedure

## **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 co-operation 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.



***Strive*** to be the best you can be

***Happiness***- enjoy learning and achieving

***Imagine*** what I/ we can achieve

***Never*** give up- resilience in learning and in life

***Everyone*** together- children, school, family, 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 accepted. 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.



#### Our Diamond Rules are:

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

#### **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

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; they are taught about these through assemblies, PSHE lessons and 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:**

- Welcome each child by name at the start of the day
- Treat all children fairly and with respect
- Make a conscious effort to raise children's self-esteem and develop their full potential
- Give children a 'fresh start' at the beginning of every lesson
- Provide a challenging, interesting and relevant curriculum
- Believe that all pupils can learn and to expect high standards
- Create a safe and pleasant environment, physically and emotionally
- Explain clearly the behavioural expectations of the school
- Always redirect children by referring to the 'Diamond Rules'
- Remain calm when dealing with behaviour situations
- Be clear and consistent using consistent language and 'signals'
- Purposely 'spot' good behaviour and praise them in front of others
- Be a good role model by being warm and welcoming and being positive in gestures and body language
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- Encourage children to be responsible for their own behaviour

All staff engage in annual behaviour training as well as specific staff CPD, for example, child on child abuse training from the NSPCC, play lead training, behaviour and SEND, Price training, emotional first aid.

### **Children's responsibilities:**

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

### **Parents' responsibilities:**

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does in school
- Be aware of the school Code of Behaviour- our 'Diamond Rules' and the Behaviour Management procedures
- Support the school in the implementation of this policy

### **Governors' responsibilities:**

- Review this policy every two years and ensure its effective implementation
- Read and discuss the behaviour report (from headteachers' report) at each governor meeting
- Monitor the implementation of the policy through school visits, pupil conferencing and PEL report feedback

## **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 model manners and positive behaviour, they interact fully with the children and actively encourage 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.

Clear behaviour expectations are shared with the children during transition sessions, at the beginning of a term and throughout the year to include the following:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other
- In class, make it possible for all pupils to learn
- Take turns to speak and be a 'positive listener'
- Move quietly around the school
- Walk at all times when inside the building
- Walk into and out of assembly in silence in single file
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

At Landwednack 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
- Stars of the week
- Privilege time
- Special responsibilities
- Child's name written on the board – Well Done
- SHINE cards- these are handed out along with VERBAL spotlighting and praise of positive behaviour
- Additional class-specific rewards may be implemented by the class teacher
- Visit other adults in the school to share good behaviour
- Visit the head teacher to share good behaviour

### **Curriculum:**

In addition to our progressive PSHE curriculum and our 'One Decision' resources, our 'Learning Means the World' curriculum ensures positive behaviour is taught both discretely and through thematic units. Our SHINE values and Diamond Rules are continuously referred to in relation to curriculum content- for example through exploring significant figures in our history 'competency' units or discussing the behaviours of characters in books.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **8. Behaviour Management Procedures (including suspension and permanent 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. The classroom code is shared with children as part of our transition, through the class 'charter' and through regular reminders

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 (not necessarily starting with step 1) :

Step 1- teacher will give a 'look' or BSL for focus

Step 2- verbal reminder of the behaviour expected

Step 3- warning

Step 4- consequence- consequence discussed in child's time- adult decides the consequence depending on the age of the child and the behaviour.

**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 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
- child goes to another class or space to work

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.

**Behaviour and SEN-** For children who have been recognised to have a Special Educational Need with regards to their behaviour, an Individual Behaviour Plan (IBP) or 'safety plan' is drawn up. This outlines any difficulties the child may have and the approaches used by staff to help support the child. IBPs or safety plans are issued following discussions with parents, staff and other professionals where required. CAFs (Common Assessment Framework) will be completed in conjunction with families where behaviour is impacting on children's learning and attitudes in school. Behaviour targets will be shared with parents and supporting adults.

In these exceptional circumstances the school will make every effort to avoid suspension. 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.

**Reasonable Force-** In exceptional circumstances staff may need to use reasonable force when managing challenging behaviour. Please refer to the DFE guidance on the Use of Reasonable Force in Schools <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> for further information.

### **Power to search pupils without consent :**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- ♣ knives and weapons
- ♣ alcohol ♣ illegal drugs
- ♣ stolen items
- ♣ tobacco and cigarette papers
- ♣ fireworks
- ♣ pornographic images
- ♣ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

### **Off-site misbehaviour**

At Landewednack School, Positive Behaviour Management Strategies are actively encouraged. Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly.

This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity in or outside of school;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that: a) could have repercussions for the orderly running of the school; b) poses a threat to another student or member of the public; c) could adversely affect the reputation of the school

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

. In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

#### **Stage 4 – Suspension or permanent exclusion**

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 suspend or permanently exclude. This will only be considered after all possible avenues have been explored and will be a last resort.

#### **Suspensions**

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified without delay of the specific reason and length of the suspension. 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 suspended. Only the Head teacher can suspend 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 suspension.

The Head teacher will inform the trust and the LA of all suspensions over 5 days per term without delay.

**PLEASE SEE THE Truro and Penwith Academy Trust EXCLUSIONS POLICY** for more information regarding suspensions and permanent exclusions

Please see Mrs Sue Tattersall for a copy of the TPAT Exclusions policy

#### **9. Child on Child Abuse Procedure**

Following the publication of OFSTEDs review of sexual abuse in schools from Summer 2021 and changes to Keeping Children Safe in Education 2021, Landewednack School has considered the recommendations and has responded as follows:

Landewednack School does not tolerate child-on-child abuse. This could include cyberbullying, bullying or hurting another child physically or mentally, racist or homophobic abuse, making rude or sexual comments about another child, sharing rude photographs (sexting), upskirting, downblousing or humiliating another child as a test to join a group. If child-on-child abuse is suspected, this will always be dealt with by senior staff in line with other high level behaviour.

Staff are clear that we take a zero tolerance approach to any language or behaviour that could foster a culture of sexual harassment. Sexist and stereotypical comments are addressed immediately. Any incidents of sexual harassment or violence are passed on to our Safeguarding Lead and are logged on CPOMs. At Landewednack, we take the approach that "It can happen in our school".

At Landewednack we use the PSHE Association recommended resource 'One Decision' which offers a comprehensive Programme for Primary PSHE including the statutory 'Relationships and Health Education'. This is a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

All teachers receive training before they deliver the One Decision programme. This is delivered by the PSHE lead and the teachers with ongoing support from the PSHE lead.

During the September INSET staff were briefed about OFSTED's current findings on child on child abuse as outlined in the Keeping Children Safe In Education documentation. Staff were made aware that we must prevent a culture that ignores and inadvertently promotes sexual harassment and violence. Staff were directed to the many lessons within our LMTW, Computing and SMSC 'One Decision' scheme for each year group, which help to inform and keep our children safe. The scheme includes lessons on stereotypes, boundaries, respectful relationships and being safe online.

At Landewednack, we schedule safeguarding training every year. New staff receive full training in their first half term and then fall in line with whole school updates.

This training is thorough and ongoing. All governors are invited to attend whole school and TPAT safeguarding updates. In the autumn of 2023 three governors attended this training. All school staff attended the safeguarding training. School staff attended the NSPCC's training on child on child abuse.

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.

**PLEASE ALSO SEE OUR ANTI-BULLYING POLICY** This can be found on our website or a paper copy can be requested from Mrs Tattersall [landewednack@tpacademytrust.org](mailto:landewednack@tpacademytrust.org)

**Date Reviewed: December 2023**

**Next Review: December 2025**