



**Truro and Penwith
Academy Trust**

Behaviour Policy

This is a Trust wide adopted policy – individual schools will populate the policy with specific details - please visit the individual school website.

Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

School Name: Landewednack CP School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: September 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

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:

- 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 life

Everyone together- children school, families, community

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. At Landewednack, 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.

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.

- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
 - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

At Landewednack, 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.

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

5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

A progressive PSHE curriculum, our 'One Decision' resources, and 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.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

6. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support

staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

8. Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Monitoring Committee (LMC)

The Local Monitoring Committee is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.

- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life

- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the pupil's bag. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

At Landewednack School, mobile phones are not permitted in classrooms. Children who bring mobile phones in to school are asked to leave them in a secure space in the office until the end of the school day when they can collect them as they leave the building.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our school has the right to search pupils for 'prohibited items' including 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 or cause personal injury or damage to property, and any other item which has been banned by the school rules (see Appendix 1 for Banned Substances). Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate. For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The most recent DfE Guidance on searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances

of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. LMC members will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/mobile-phones-in-schools)

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences

Appendix 1 Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 2

Positive Behaviour Procedures, Strategies and Rewards

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

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.

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.

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
- 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

Appendix 3 Consequences

Behaviour Management Procedures

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

telephone call or letter home to parents to report the behaviour

parents formally requested to attend a meeting

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. Adaptations will be put into place to support children to manage their behaviour and a behaviour plan will be created.

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.

Please see the Truro and Penwith Academy Trust **EXCLUSIONS POLICY** for more information regarding suspensions and permanent exclusions.