



MEVAGISSEY CP SCHOOL



Positive behaviour and Relationship Policy

Behaviour and safety of pupils was judged as 'Good' by Ofsted inspectors. (February 2023)

Our Ethos

At Mevagissey Community Primary School, our positive behavior policy aims to provide a setting where our children are happy and feel secure. They are able to learn within an environment where high standards of behaviour are the recognized norm. We believe that positive behaviour can be modelled and taught like any other skill, through the adults that are around the children responding to their needs. As a school we have an understanding of the neuro science behind children's behavior and it is understood that it is the child's communication of an **unmet need or as defensive stress response**. The understanding that children learn best within positive, trusting relationships informs our approach to managing challenging behaviour. We expect staff to work to identify the need of the child and provide developmentally appropriate support to remove these barriers for successful engagement in school life. All adults are expected to have high standards of personal behaviour and be excellent role models for pupils. All adults in the school share a joint responsibility to respond to children in distress consistently around the school. This approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, models our expectations for behaviour across our community.

As a Rights Respecting School children are taught about their rights as detailed in the United Nations Convention on the Rights of the Child. Children are taught about their rights, how to ensure they receive their rights and to be respectful of the rights of others. The UNCRC goes hand in hand with our ethos at Mevagissey School and understanding one's own rights and being respectful of the rights of others supports good behaviour, moral understanding and an ethos for lifelong learning and attitudes.

Policy aims and objectives

As a staff we aim to provide a safe environment with clear boundaries where our children can learn the skills needed to succeed. We understand that all children are individual and will need different support to ensure they achieve and succeed alongside their peers; ensuring we breakdown as many barriers as possible for them. High expectations of children's behaviour is important and is modelled by the adults in our school. We acknowledge that our example has an important influence on the children. Time appropriate, clear and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this. We have an understanding of adverse childhood experiences and how trauma can impact a child's life. We are committed to ensuring our children develop positive mental health and a resilience to help them engage with life and learning.

'Any response to a child behaviour should be informed by the principle, 'What is the child learning from my response and how does this support them to behave well in the future?'

Trauma Informed School UK.

This policy aims to provide staff, pupils and their parents with a clear understanding of the school's procedures with regard to pupil behaviour. It has been reviewed in line with updated guidance published by the Department for Education on Behaviour and Mental Health in schools. (2018).

Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable.

It has been fully endorsed by the school's Governing Body.

We recognise the importance of good behaviour and discipline:

- For the health and safety of everyone
- For the maintenance and development of our strong, positive ethos
- For maximum progress and success for all pupils
- For the maintenance of a positive working environment.

2. BEHAVIOUR GUIDELINES

Our positive approach to behaviour means that we notice the good that children are doing and wrap language around it so the child is clear on why they are being praised, *'I really like the way you are... Wow, look how you just...'*. We model how we praise others doing positive things verbally so that children see how to praise each other. Children must be aware of the school's rewards and sanctions to ensure they are mindful of their behaviour and develop a positive attitude towards their relationships and learning in school.

As a whole school, we present children with Golden Tickets who have shown positive behaviour in school. These are given out by members of staff around the school and at break and lunch time. The children collect Golden Tickets in their class jar which are totaled up each week and read out during Monday's assembly. At the end of each term, the class who have collected the most golden tickets get a whole class reward which is voted on by the class. So that it is fair, Golden Tickets cannot be given out during lesson time as individual class rewards are used instead. Our system is flexible to reflect that each class is individual as long as the emphasis is on PRAISE and REWARD.

a. In Class

The emphasis should be on rewarding positive behaviour. It is the class teacher who takes the lead, with the support of their class TA. The class teacher uses their professional judgement about the strategies that will work best for their class and individual pupils with positive praise and encouragement at the heart of their approach. This will help promote positive and secure relationships within the classroom environment. Behaviour expectations should be re-visited at the start of every term.

Rewards are given for:

- Kindness and respect towards others
- Effort
- Attainment
- Courtesy and helpfulness
- Reaching group and/or individual targets
- Exemplary behaviour/attitude
- For encouragement (while not regularly rewarding behaviour for *some* children, which is routinely expected and accepted from others)
- In the context of an agreed class/year group focus (e.g. playtime behaviour/organisation for learning/concentration)

Possible options to reward good behaviour include (each year group have varying rewards that are age appropriate):

1. Raffle tickets, smiley faces, stickers etc. are awarded immediately and spontaneously. Each class teacher decides various positive reward systems throughout the year to keep children motivated.

2. Class Star of the week (Trophy and certificate) – Given out in whole school assembly by class teacher to a child for particularly noteworthy or consistent effort, attainment, behaviour etc.

Class citizen of the week (trophy and certificate) – Given out in whole school celebration assembly by class teacher to a child for being kind to others, helpful responsible, proactive etc.

3. Certificates are given in response to good effort/progress.
4. Head teacher's Awards (special sticker, certificate and 'Mr Ringrose' stamp) – may be issued to children at any time for particularly noteworthy or consistent effort, attainment, good behaviour, manners or for those whose confidence and self-esteem may be boosted as a result.
5. Whole Class awards may be earned for particularly noteworthy or consistent effort, attainment, good behaviour, manners etc

Consequences

We understand that children need to be made aware that there are consequences for poor behaviour. The following system is followed when difficulties occur. In most cases, this will be applied stage by stage. However, depending on the circumstances (and especially where issues of health and safety arise), the system can be started at any point, including exclusion.

Series of Sanctions

6. 1) **Verbal reminder** – This should be verbal and centred on finding out if there is anything wrong. There should be a clear, positive dialogue between staff and child and a reminder of how they can improve their behaviour. Staff will use the W.I.N.E language to help children calm and regulate, *'I notice that you are... I wonder if you ...'*

2) **Yellow card** – Children to be presented with the yellow card in a calm 'non shaming' way that will encourage reflection when the child is regulated, the child can be asked to move to another space in the classroom or playground etc (not outside the classroom door). This stage is in place with the aim that children are reflecting on their behaviour and given time and space necessary to self-regulate.

'I notice you need sometime too... I can see you are finding it hard to... I wonder if we...'

Reflection on behaviour is always between the adult who issued the yellow card and the child - when the child is regulated. If the card is given in the classroom then the member of staff ensures significant time to reflect with the child and how they are behaving and what they might do to turn it around. If the card is given during lunch time then the child is given time to go to a safe space and then to reflect with the adult on duty. Yellow card incidents to be recorded on CPOMS.

3) **Red card (last resort)** – If behaviour persists after a yellow card reflection, then a red card is issued in a calm and supportive way to the child where the adult is still using the WINE language. Red cards are to instantly be dealt with by SLT. Hand over to SLT and an explanation of the behaviour to SLT should be done away from the child. Parents are to be informed and the Red card incident to be recorded on CPOMS by SLT. A plan is then put in place with the parents if necessary.

4) If red card incidents are persistent then the next step is internal exclusion within school.

5) **Exclusions** - It is for the Head Teacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. See the link below for current DFE guidance.

<https://www.gov.uk/government/publications/school-exclusion>

Around the School

Behaviour around the school is the responsibility of **all** staff members. Pupils must be praised and rewarded for good behaviour and poor behaviour must be challenged. Staff must make the time to establish excellent relationships with pupils and parents. This makes dealing with incidents of poor behaviour easier. When moving around the school staff will greet children and model positive behavior, also when greeting other members of staff.

In the Playground

The member of staff on duty is directly responsible for pupils' behaviour. Positive strategies should be discussed regularly and successful ideas shared. Pupils should be supported to deal with their any issues successfully. Golden tickets and Red and Yellow cards are to be used when supporting children behaviour.

Incidents of poor behaviour in the playground will be communicated to the pupil's class teacher. More serious incidents, including any concerns regarding racial or bullying incidents, must be instantly fast tracked to the Head or Assistant Head teacher.

4. EXCEPTIONAL CIRCUMSTANCES

This section has been reviewed in line with updated guidance published by the Department for Education on Behaviour and Discipline in Schools (2014). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable; it upholds the rights of pupils to learn in a well-managed and purposeful environment.

a. Positive Handling

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However there are circumstances where physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. Further information and guidelines can be found in the school's Positive Handling Policy.

b. Searches

Legislation states that the Head teacher or a staff member authorised by the Head teacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

Children are discouraged from bringing in toys from home (unless requested by a class teacher for a particular topic or unit of work) as sometimes these can encourage behaviour problems.

If children need to bring in money or a mobile phone, these must be labelled and are stored in the school office during the day for safe keeping.

c. Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day. Please refer to the school's Anti-Bullying Policy for further information.

When a pupil is wearing the school's uniform he/she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day. This request is reflected in the Home School Partnership Agreement.

d. Allegations of Abuse Against Staff

Allegations of abuse against staff will be taken seriously, and dealt with by the Head teacher and/or Governing Body.

5. STAFF RESPONSIBILITY

All staff must familiarise themselves with this policy and guidelines. It is part of staff induction and the staff handbook.

6. COMMUNICATION TO PARENTS

The policy must be published on the school web-site.

The policy and guidelines will be reviewed annually by the Governing Body, following opportunities for input from school staff.

MEVAGISSEY CP SCHOOL

Behaviour and Discipline Policy

APPENDIX TWO: BULLYING

1 Introduction

- 1.i In line with DFE guidance, bullying is defined as harassment or aggressive action which:
 - ☐ is repetitive and prolonged over time
 - ☐ reflects an imbalance of power
 - ☐ may be verbal, physical, social or sociological.
- 1.ii Bullying is not tolerated. Staff are alert to the possibility of bullying in all its forms, policy is reviewed and updated, and training is provided.
- 1.iii We take positive steps, in the curriculum and during assembly, to boost the self-confidence and morale of pupils, and to encourage mutual respect and esteem.
- 1.iv By ensuring effective supervision of break-times, we seek to pre-empt and prevent bullying.
- 1.v By ensuring safe and sensible movement around the school, we aim to reduce physical contact between pupils.
- 1.vi We encourage parents to contact school immediately where they have a concern about their child's relationship with others, and not to tell their child to "sort it out" for themselves. We ask parents to prevent tension between families outside school, spilling into school, and to inform us if this is likely to be the case.
- 1.vii We educate children to discriminate between "bullying" and occasional incidents and encourage parents to recognize the difference. We discourage the casual use of the term "bullying".

2 Guidance

- 2.i Staff are **available** to children, who should report any concerns to an adult of their choice. This adult should report the child's disclosure to the Class Teacher.
- 2.ii The Class Teacher should **investigate** the child's concerns urgently and discuss the next step with the Headteacher. If the events concerned happen at break-time, the staff on duty should be requested to keep a special watch on the alleged victim during lunchtime.

The Headteacher will question the alleged bully, and investigate further to determine the truth of the incident.

- 2.iii Class Teacher and the Headteacher **respond** to their investigation by meeting with the alleged victim and alleged bully to outline their conclusions. Sanctions and/or support should be engaged in line with the school's Behaviour and Discipline Policy.

The Class Teacher or Headteacher will contact the parent of the alleged victim to describe the complaint and the action taken (including dealing with lies or false accusations if the Headteacher is confident that no bullying has occurred). If bullying has been confirmed, the Headteacher should speak with the parent of the bully and outline the sanctions being taken.

- 2.iv The Class Teacher should **record** the complaint, the investigation, and the outcome.
- 2.v The Headteacher should keep the situation under **review**, using the steps outlined in the Behaviour and Discipline Policy.
- 2.vi The Headteacher will become involved immediately and directly in cases of bullying giving rise to serious physical or mental harm. Exclusion of the bully may result.
- 2.vii Incidents of Bullying must be recorded and sent to the Local Authority at the end of every half term.

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