



**Kernow Learning**  
Building Excellent Schools Together

# Positive Behaviour Policy

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Statutory or Best Practice policy:	Statutory
Appendices:	No
School or Trust policy:	School

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 520683 or email [stmerryn@kernowlearning.co.uk](mailto:stmerryn@kernowlearning.co.uk)



## St. Merryn School Positive Behaviour Policy

### Our Mission Statement

The fundamental principle that underpins our whole approach to school behaviour is that all members of the school community should recognise and respect the rights and responsibilities of others, linked to UNICEF Rights of the Child Charter.

### Rationale

This policy is based on positive reinforcement. Children are praised and rewarded in school for displaying the following virtues:

- Kindness
- Courage
- Curiosity

At St. Merryn School we believe that a school must be a happy and safe environment for effective learning to take place. Children, staff and parents must feel confident and have a sense of belonging. Each child, will be encouraged to become independent and responsible, taking an active part in their own learning. Emphasis will be placed on the development of the child's self-discipline and this policy aims to clarify how we aim to achieve this.

The goals of this policy are:

To develop a safe, caring and secure environment where all members of the community accept responsibility for their own behaviour and respect the rights of others.

To ensure the consistent management of school rules, rewards, interventions, ethos and behaviour within the classroom and school.

### AIMS

1. That the school behaviour policy is understood, supported and followed by all school stakeholders, based on a sense of community and shared values.
2. To provide a calm, orderly and caring atmosphere in which both staff and parents work together as a partnership for the welfare of the pupils.
3. To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills.
4. To encourage pupils to be polite, well mannered, helpful to each other and to become good citizens.
5. To foster a sense of pride in attending our school.
6. To strengthen pupil interest in developing the 5Rs, which are:
  - Resourcefulness
  - Resilience
  - Relationships
  - Reflection
  - Risk taking
7. To ensure that all stakeholders benefit from this policy.





## Incentives

1. Star pupil certificates
2. Head Teacher Award (one per week)
3. Lunchtime supervisor Award
4. Marvellous Maths/Golden Writing Awards
5. Birthday Bear introduced into assemblies
6. Half termly reward (selected by class). House Point 'pom poms' (displaying the virtues - see above) to be given liberally, working towards the selected reward
7. Lots of praise and recognition
8. Individual class strategies as appropriate

## Tactics for Positive Discipline

- The children should be involved in the above process wherever possible
- Be positive and praise good behaviour
- Praise quickly, consistently and clearly.
- Use a variety of reinforcements for good behaviour.
- Praise the behaviour not the child.
- Make sure the child is aware of why s/he is being praised.

## Adults should lead by example and:

- Be calm
- Be patient
- Be consistent
- Be positive.
- Be a good role model

This behaviour policy should be implemented in conjunction with the Trauma Informed Schools (TIS) practice, which focuses on an ethos of mutual respect and understanding.

TIS is based on the following fundamental principle or PACE which states that all adults should be:

- Playful
- Accepting
- Curious
- Empathetic

Staff employ interventions to get to know the children and to build trusting relationships, including the TIS Rainbow activities, which are good for all children. In addition, all vulnerable children have access to an emotionally available adult, trained in emotion coaching and the art of good listening.

The TIS approach means that children beyond the behaviour policy are heard and supported. This also links to the RSHE policy and the Jigsaw curriculum, which focus on enabling children to make informed choices about how they relate to others.

## Interventions

**There is a clear series of interventions to give a child the opportunity to modify their behaviour. The first step will always be talking to the children about making good/better choices.**

**Staff will use sentence stems, which support their discussions with children, for example:**

- Let's discuss ...
- Explain to me...





- I can see that you are upset...
- I know that you will feel angry...
- Thank you for...

### **Challenging behaviour**

Inappropriate behaviour choices are dealt with as and when they occur by whichever adult is present.

Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems in place which give additional support and attention.

The staff recognise that there may be contributory factors which affect children's behaviour and respond according to individual need.

### **Restrictive Physical Interventions (RPI) / Team Teach**

We pride ourselves at St Merryn School on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to help pupils to calm down using communication skills, distraction and de-escalation techniques and removing triggers where possible.

However, there may be times when children need more help to calm down – this may require staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require physical interventions.

At St Merryn School, we have trained in the Team Teach approach to manage challenging behaviour. We have at least two members of staff in school who carry out initial training, ongoing refresher training, and advise staff on managing behaviour.

All incidents where children need to be held to help them to calm down are recorded in school and parents are informed as a matter of course. Children who are likely to need help in this way will have an Individual Behaviour Management Plan that will be discussed with you and consistently followed by all school staff. It may be necessary to share this information with other people/agencies supporting the child/family, e.g. Behaviour Support Team, family support, link family, etc.

### **SUCCESS CRITERIA**

As a school community:

- we make positive behaviour choices
- we take responsibility for our own behaviour
- we treat others and their property with respect
- we understand our rights and responsibilities in the Academy
- we take responsibility for making the Academy a safe and fair place for everyone
- we care for the school environment

## **5 Stage Approach to Behaviour Management**

### **Stage 1**

Teacher / teaching assistant becomes aware of challenging behaviour.

**Teacher meets child** involved and explains why he/she is not happy with child's behaviour. Teacher and child agree strategies to address issues (keep notes on MyConcern).





**Teacher informs parent / carer of concerns** and agreed strategies.

Teacher informs **Assistant Headteacher** (Keep notes on behaviour manager)

End of each week – Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress. **Remain on Stage 1 for 2 weeks.** If challenging behaviour persists:

## Stage 2

**Teacher meets parent / carer of child and child** together and explains issues and agrees ways forward (record of meeting on Behaviour manager)

End of each week – **Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress. Remain on Stage 2 for 2 weeks.** If challenging behaviour persists:

## Stage 3

**Assistant Headteacher and teacher meets parent / carer of child and child together and** explains issues and agrees ways forward. (record of meeting on behaviour manager).

End of each week – Assistant Headteacher meets with child to discuss progress and amend strategies. Assistant Headteacher informs parent / carers of progress.

Assistant Headteacher may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session.

Assistant Headteacher may decide to involve **Special Needs Coordinator** at this point and produces with teacher a **Behaviour Plan**. This must be shared with parent / carer and child together. Dates are set for review.

## Stage 4

**Headteacher and Assistant Headteacher meet with parent carer and children** together and explains seriousness of problem and agrees way forward (record of meeting on Behaviour Manager)

End of each week – Headteacher/ Assistant Headteacher meets with child to discuss progress and amend strategies. Headteacher/ Assistant Headteacher informs parent / carers of progress.

HT may decide to monitor behaviour more frequently eg. end of each lesson, end of each morning or afternoon session.

Headteacher/ Assistant headteacher will involve Special Needs Coordinator/Behaviour Support Adviser to review Behaviour Plan. This will be shared with parent / carer and child together. Dates are set for review. If challenging behaviour persists:

## Stage 5

Other strategies including **suspension** considered.

NB There may be times when the seriousness of a child's behaviour causes earlier stages to be missed.

Working together: Home and School

We recognise the importance of home and school working cooperatively at all times and particularly when a child demonstrates through their behaviour, that they need specific guidance and help. At school we aim to do this in a positive manner in order to foster the development of acceptable patterns of behaviour. It is our policy to keep in close contact with parents at all times, so that any problems that might arise can be approached and worked upon together.



