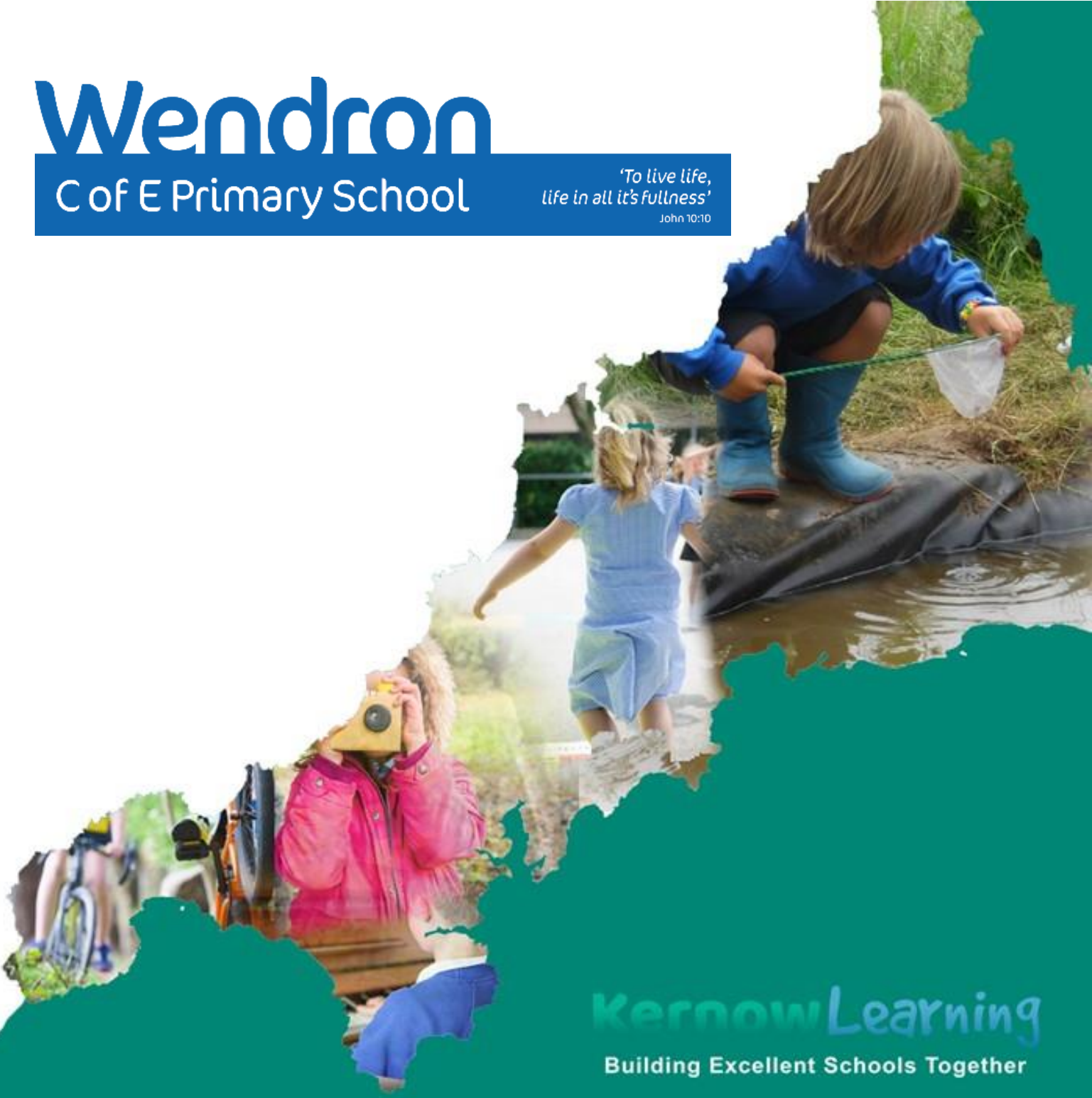


Wendron

C of E Primary School

*'To live life,
life in all it's fullness'*
John 10:10



Kernow Learning
Building Excellent Schools Together

Positive Behaviour Policy

Version number:	V3
Date adopted by the LGB:	24 th October 2024
Scheduled review date:	End of Autumn 2024 – In line with new trust template
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 01637 874532 or email trenance@kernowlearning.co.uk

Introduction

At Wendron C of E Primary School, we pride ourselves on giving the right intervention and support at the right time. Every intervention is an opportunity to make a connection which supports positive outcomes.

We believe that every child has the right to learn in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens.

We recognise that "when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all." (Banerjee, Weare & Farr, 2014) At Wendron C of E Primary School we follow our Golden Rules. The children must be given clear boundaries and expectations, a framework to act within and explanation of why we have our 6 Golden Rules.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These are clearly displayed around the school and on our school website and align with our core values.

Our Key Principles for Positive Behaviour:

1. Consistent adult behaviour acting as positive role models
2. High expectations, strong routines, structures and boundaries
3. Reflective conversations

Purpose

Good behaviour and positive atmosphere have the best chance of happening, when the whole school works together. The purpose of this policy is to give clear guidelines on code of conduct for the use of all children and adults at Wendron C of E Primary School, differentiated for learning disabled children and adults as appropriate.

Consistent adult behaviour

At Wendron C of E Primary School, we expect every member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, and visitors. We expect everyone's behaviour to reflect the core values of relationships, wellbeing, kindness, curiosity and creativity.

We believe that when all adults behave in this way then children will also do the same. We want all our children to feel valued and cared for at all times. Remember...emotional wellbeing underpins all learning. Adults are expected to:

- Be calm and controlled in their response to challenging behaviour
- Be respectful and model unconditional positive, warm regard towards children
- Be mindful of body language and facial expression
- Pay first attention to the best conduct – reinforce positive behaviours
- Address and discuss negative behaviours 'privately'



Audience

The Elton Report focused the thinking of schools on the ways of creating a positive atmosphere where major behaviour problems do not arise. It stresses the importance of creating consistent atmospheres in which good behaviour will become the norm. All the adults in the school must remember that their behaviour is a model for the children and their expectations influence how the children behave. A calm, relaxed atmosphere will give security to our children.

Practice

It is important that good behaviour is encouraged in a positive way. Smiling at the children, taking time to talk to them and giving praise are ways we can encourage acceptable behaviour. We can also share the children's achievements with their peers and parents. We also reward the children with more responsibility, celebrating achievements in assemblies, careful display of their work, use of Team Points and the award of certificates. **The children should visit the Headteacher for exceptional praise and award.**

There is no place in our school for the following unacceptable behaviour:

- Bullying
- Deliberately hurting others
- Disobedience
- Cheating
- Spitting
- Kicking
- Shouting
- Abuse
- Stealing
- Rudeness to others
- Racial Abuse
- Swearing
- Dishonesty - lying
- Vandalism
- Violence

All occurrences of this kind of behaviour should be dealt with by the class teacher and referred to the Headteacher if necessary. Minor problems can be dealt with by any adults in the school, but a Senior leader will deal with continued inappropriate behaviour.

PACE (Dan Hughes, 2012)

When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach. This means: Playful – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively.

Acceptance – actively label, accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on behaviour.

Curiosity – trying to find out about the behaviour without judgement – correction with connection. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a reflective conversation and gives the child a narrative for their behaviour.

Empathy – feel into their experience and empathise with the child to help them to make sense of their big feelings. 'No wonder you're feeling x. It is painful when y happens.' 'So, you're letting me know that you are feeling really miserable right now.... I can understand that...



Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community. The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

Staff will follow the Consequence Flow Charts when managing positive and poor behaviour and warnings will be given. Flow charts need to be positioned so all pupils can see them and they need to be referred at the start of learning sessions consistently.

Name:		Date:	Class:			
			Lander	Grylls	Trengrouse	Trevithick
Golden Rules	Tick broken rule(s)	What happened and consequence?				
We are gentle					Apology	
We are kind and helpful					Time out	
We listen					Time off play	
We are honest					Reflective conversation	
We work hard					Parental Meeting	
We look after property						
Please hand into Mrs Bennetts on a Friday						

Adults in school can solve problems in the classroom by:

- talking to the child one to one, avoid comparing children and using a raised voice
- use class discussions to reinforce positive behaviour and discuss issues
- discuss the Golden Rules with the class and rewards and sanctions
- keep the unwanted behaviour separate from the child, i.e. explaining to the child that their behaviour was in this situation unwanted and we know that pupils can behave better. We want children to know that they are liked and valued but the behaviour was an inappropriate choice.

If a child is breaking one of the rules, identify that you are aware of their behaviour and how this breaks an agreed rule.

- Explain that if this continues the child will receive a verbal warning. Any pupil who continues to rule break after a verbal warning will receive a final verbal warning (therefore two warnings).
- Child sent to a designated time out area to re-set and reflect
- A loss of time during their break or lunchtime; staff will always ensure that pupils are supervised, have the opportunity to use the bathroom, are able to run around/let off steam and have appropriate food and drink.
- Time out to have a reflective conversation with an adult or the Head teacher to discuss behaviours. 'Reflection time' aims to allow the child to discuss better choices for the future. Teachers should identify disappointment but also give the child a goal. The ultimate goal is always for the child to improve behaviour and be rewarded for making the right choice.
- Talking to parents and working together to encourage positive attitudes and to explain behaviour / consequences / action taken.
- In extreme cases pupils may be given an internal exclusion, fixed term exclusion or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on the website.

School rules, rewards and sanctions remain the same during times of play.

The Head Teacher or the most senior person on site will support with more serious incidents that have moved beyond a Reflective Conversation with Headteacher. The Head Teacher or senior member of staff will:

- talk to the child
- set tasks for the child, which will benefit the school
- remove him/her from the place of the problem for a longer time
- 3 incidents within half a term will result in a parental meeting to discuss how the school can work in partnership to correct the unwanted behaviours. The pupil may also lose other privileges such as attending extra-curricular clubs, representing the school in sports teams, performances and in roles such as House Captains, School Councillors etc.

All children will be given the opportunity to talk things through and reflect on their actions. They will always be listened to and their views respected. The adults in the school will be fair, consistent and clear about their expectations in the children's behaviour and will always use the language of our Golden Rules.

Not all strategies will work and most will only last for a short period of time so staff will need to choose the appropriate action and be consistent for a period of time. They will also remember that they must show control of the situation by being **calm**. This reassures the child and demonstrates self-control/discipline which we wish the child to learn for themselves so that in the future, when we are not there, they will have values, beliefs and confidence in themselves as people to act with good judgement, appropriate to their situation.



Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the, SENDCO, Key stage leaders and Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Serious or on-going behaviour:

Where anti-social, disruptive or aggressive behaviour is frequent consequences alone may be ineffective. At this point parents/carers will be invited to meet with the Head teacher, Key Stage Leader and Class teacher.

In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Home/school diary
- Behaviour Support Plan
- Nurture Group
- Individual targets
- Individual reward chart or system
- Individual safe area/workstation

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support will



not be sought from outside agencies unless permission from parents/carers has been granted in accordance with Safeguarding.

Dangerous Conduct

If a child is provocatively dangerous to self or others, timeout must be used. If a child carries out dangerous behaviour this must be dealt with by SLT, where possible within a calm environment. At all times the child is informed what is happening and why. Appropriate alternative strategies will be used for children with complex SEND.

Parents/carers should be contacted at the early stage to inform and gain co-operation when children are displaying dangerous and challenging behaviours. These will be individually agreed with the parents.

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At Wendron C of E Primary School, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values
- Using de-escalation techniques such 'PACE' and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised timetables and provision to meet individual needs
- Involvement of parents and the young person
- Involvement of other professionals and agencies where appropriate

Suspension/Exclusion of Children from School

Suspension/Exclusion of a child from school is a serious and critical step. The Head Teacher has the right to suspend/exclude a child from school, if the circumstances require such action. The suspension/exclusion can be temporary for a fixed period, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Chief Executive Officer of the Trust and the Trust Strategic Safeguarding lead, the Education Welfare Officer, the Education Welfare Service, or the County Psychological Service. The parent/guardian will be fully informed about the circumstances leading to the taking of such action.



Home/School Agreement

<p>Wendron C of E Primary School:</p> <p>As staff, our primary purpose is to educate pupils in an equitable environment conducive to learning. We also acknowledge our responsibility to support parents, guardians and carers in the task of nurturing their children so that they achieve and become well-rounded, proactive members of the community.</p>	<p>Parents, Guardians and Carers:</p> <p>As parents, guardians or carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in the school community and all of its aims for our child.</p>	<p>Pupils:</p> <p>As a pupil, I acknowledge that I have unique talents, which are my responsibility to use wisely to ensure that I maximise my achievements, my enjoyment of learning and my role in the community.</p>
<p>As staff we will:</p> <ul style="list-style-type: none"> • Encourage every child to have access to the best start in education and not be disadvantaged by any factor in their life. • Provide children with consistently great teaching and immersive experiences • Ensure fairness and safety is at the heart of all that we do • Work in collaboration with your family, listening to you and responding appropriately • Communicate effectively with you about your child's learning and their behaviours • Equip your child with all the skills to succeed in life 	<p>As a parent / carer I will:</p> <ul style="list-style-type: none"> • Ensure that my child is in school, on time, every day, learning ready. • Keep up to date and respond to communication from school i.e. consent letters, newsletters, Class Dojo and emails as appropriate • Ensure my child has got everything that they need for the day, i.e. uniform, PE kit, lunch box • Work in partnership with the school to support the behaviour, E Safety and Safeguarding policies • Attend any information sessions about my child's education • Follow school procedures to inform the school about my child, i.e., absence, 	<p>As a pupil I will:</p> <ul style="list-style-type: none"> • Follow the Golden Rules and be a Good Citizen • Respect the school environment and the people within it • Wear my uniform with pride • Share my learning with my parents/ carers • Go to bed at a time that ensures I am ready for the day ahead • I will be representing Wendron School both in school and in the community • Take an active part in school life • Be willing to take risks and have a go! • Be curious—ask questions about what I have learnt

<p>beyond Wendron C of E Primary School.</p> <ul style="list-style-type: none">• Promote and value all curriculum subjects.• Instil a love of language in your child—helping them to become a confident reader and writer• Do our absolute best to ensure that your child has a safe and happy environment at school so that they develop a love of learning	<p>first aid, changes in collection, personal details</p> <ul style="list-style-type: none">• Ensure my child regularly reads to an adult at home.• Help my child to become independent and take responsibility for their own learning	<p>or what I would like to find out next</p> <ul style="list-style-type: none">• Believe in myself and all that I can achieve
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Special Educational Needs and Disabilities

Our 6 Golden Rules rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is an SEMH or learning need, a differentiated approach to Behaviour Management, this will be personalised on a 1:1 basis and will be put in place in partnership with parents, pupils and the SENDCo. For pupils with complex SEND who are showing challenging behaviour and/or pupils with significant SEMH, an appropriately individualised behaviour management programme will be in place, agreed by the school, parents and pupils as appropriate, according to displayed need.

Equal Opportunities

No child's behaviour will be discriminated against due to race, age, religion, gender or ability.

Reviewed: **October 2024** (Tash Williams, Headteacher)



Golden Rules **6R**

at Wendron CofE Primary School

We are Gentle
I look after myself, my faith, others and my world



We don't hurt others

We are kind and helpful
I am kind and patient



We don't hurt anybody's feelings

We listen
I am confident and curious



We don't interrupt

We are honest
I tell the truth and am responsible for what I do



We don't cover up the truth

We work hard
I want to learn and do well, try hard and don't give up



We don't waste our or others' time

We look after property
I look after myself, my faith, others and my world



We don't waste or damage things

Wendron
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"To live life,
live in all it's fullness"
John 10:10