



St Mawes Primary School Managing and Supporting Positive Behaviour Policy



Aims and Ethos

The school's Managing and Supporting Positive Behaviour Policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. This policy is designed to promote and **explicitly teach good behaviour**, rather than merely deter anti-social behaviour.

At St Mawes School, the understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home. We also work in partnership with educational services, social services and charities to support behaviour needs.

The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

The development of positive social, emotional and learning behaviours is at the heart of our approach.

"Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ"

(Duckworth and Seligman, 2005)

Aims and Objectives

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to model high standards of behaviour, both during interaction with the children and with each other. We acknowledge that our example has an important influence on the children.

A differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Clear, timely 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.

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of

school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Key Relational Skills

We know there are some key ways to be in relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland¹ 2003/2006/2007; Kohut² 1984; Stern³ 1998).

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Affect Attunement:** In practice, attunement is meeting and riding the same emotional wave as the child
- **Empathy- Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want'. It is not – distracting, judging, discounting, minimising or placating
- **Containment:** Structure, order and predictability
 1. Consistency Boundaries applied in a supportive, matter of fact, non-punitive way
 2. Emotional containment of feelings too big for the child
 3. Regulated and steady adult, in charge of their own feelings and emotions
- **Calming and Soothing:** The adult will support the child to regulate themselves. At a point when the pupil is fully regulated there will be some reflection and analysis of the behaviour:
 - Making the child aware of the physiological clues of what is happening within their body and in their actions.
 - Say what you see, labelling the emotion that you see.
 - Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
 - Refocusing the behaviour. What can we do next time to support you to behave differently?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

St Mawes Rules

At St Mawes School all children are encouraged to show respect and consideration for themselves, for others and for property. Our aim is to maximise teaching and learning time, develop good character and share our values.

Our core values are embodied using Jenny Mosley's Golden Rules. Jenny Mosley's Golden Rules are based on sound moral values. Best of all, they permeate every aspect of school life, providing safe guidelines for everyone to follow.



Our rules, and examples, are clearly displayed around the school. Our rules are always expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Adults recognise their changing role from assertive to supportive care, developing pupil's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and acceptance. Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement. Trauma Informed Schools, our Jigsaw PSHE curriculum all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

Reward System

All staff recognise and praise good behaviour informally throughout the school day. Best efforts will also be recognised through displays and sharing in assemblies. Children will be encouraged to share good work with other staff.

Children are rewarded for positive behaviours through two systems. For demonstrating behaviours that are core to our school beliefs and part of the effective characteristics of learning, children receive Dojo points. These points can be collected and then exchanged for a prize in our Dojo Shop. Prizes are tiered and children can choose at what point to exchange their Dojos for a prize, deciding upon whether to save or spend their Dojos. Dojo points are also recorded over time and a whole school target of 5000 Dojos collected earns a whole school reward. This is voted on by the children.

Children also receive team points. We have two teams, Percuil and Carrick, named after local rivers. Team points are rewarded for effort and completion of activities to an excellent standard across all subjects. Team points are totalled each week and the winning team earns extra time at break. This encourages the children to work as a team and be part of a group experience. Both systems are celebrated as part of our celebration assembly each week. Alongside these reward systems, children who have stood out for any reason are rewarded with Star of the Week. This is decided by the class teacher and announced in celebration assembly and shared on our social media and newsletter.

Inclusion and SEND

It is our aim to be an inclusive school. We recognise that some behaviours are more likely to be associated with particular types of Special Educational Needs and/or Disabilities (SEND). When a pupil is identified as having SEND, we use the Graduated Approach to assess, plan, deliver and review the impact of the support we provide. The SENDCo supports staff and families to ensure approaches for pupils are responsive to the child's needs. Staff attended regular training in meeting SEND needs.

Staff Responsibilities

All Staff

- Ensure that there are good routines, including those in our Behaviour Policy
- Ensure that we are consistent, friendly and professional at all times
- Remain calm
- Aim to be positive at all times by seeking out and rewarding the good
- Regularly discuss the 3 rules and why they are important
- Explain why certain behaviours are not acceptable using the Trauma Informed Schools approach
- Be consistent about praise and rewards as well as when supporting positive behaviour
- Be aware of individual needs
- Challenge unacceptable behaviour - (what we permit, we promote)
- Openly discuss behaviour with, and seek guidance from, SLT
- To anticipate likely triggers of misbehaviour and to act on, implement and monitor any behaviour support plan provided by the SENDCO / HoS
- All staff will remind children of expectations when moving around school
- All staff will communicate with each other effectively.
- Staff will communicate with parents appropriately.

- Staff will recognise when they are not the appropriate adult to deal with a situation.
- Equipment and resources will be put away so that they can't be used in an inappropriate way and areas will be kept safe for children.
- Safety of pupils is paramount and action is expected to avoid a child putting themselves or others at risk.

Playtime and Lunchtime Staff

As above, plus

- Be active and engaged with the children
- Be close to pupils with needs and behaviour plan
- Be aware of the main problem areas (places, times, individual children, etc)
- Be active in supervision
- Aim to return the children to class in a calm and orderly manner so that they are ready to learn
- Line up in silence and walk in quietly
- Corridor supervision by staff as entering

Senior Leadership Team

As for 'All Staff' above, plus

- Induct and support staff in the implementation of the policy
- Attend key meetings where required
- Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
- Take prompt and decisive action to deal with areas for development

Restorative approaches

When an incident between children occurs, we need to try to:

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible
- Ask anyone who has been at fault what should have happened and what they would do differently next time
- If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.

Consequences

We want children to be aware that for poor behaviour, there are consequences. For children at thinking and above, this will be in the form of sanctions (depending on the severity of the behaviour):

The invisible ladder of consequences (which allow the teacher to continue teaching, without disrupting the flow of learning):

Take up time

Face saving

Task correction

Reinforcing norms

Questions and choices

Tactically ignoring

Positive language

Tactical pauses

Reminders

Visible ladder of consequences

Move seat, lose privileges, change of space, sent to Head of School, contact home. For low level incidences the class teacher will contact parent/ carer and record of outcome on our behaviour log.

Recording Behaviour

Behaviour log

For low level behaviour a behaviour log is completed. This is for low level incidences and positive action taken is written on the form. The forms are to be placed on SLT desk and if needed a conversation with SLT team or SENDCO. Data will be collated and recorded on My Concern.

For more serious or repeated incidents, such as child on child abuse, fighting, swearing, bullying, vandalism, refusing to follow an adult's instructions, lying – these must be communicated to parents/carers and recorded on My Concern. The My Concern entry must include the positive actions taken to address behaviour and a factual recording of events, witnesses and outcome. These will be monitored by SLT and SENDCo. If behaviour does not improve parents/carers and child to meet with class teacher, SENDCo, Head of School as appropriate to discuss an individual behaviour plan.

Serious incidents are also reported to other agencies and services.

We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows

- Disability
- Age
- Gender reassignment
- Race
- Religion or belief
- Sex (formally called Gender)
- Sexual Orientation
- Marriage and Civil partnership
- Pregnancy and maternity

If we are informed, or suspect, that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.

Individual Behaviour Support Plan

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree an Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour continues.

Children who persistently have difficulties with their behaviour will have an Individual Behaviour Plan, shared with the parents/carers, staff and the child. If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. On rare occasions, this may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate banned items from pupils – sharp implements, drugs – legal and illegal, fireworks, pornographic images, stolen items, any article that any member of staff suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute.
- The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

The Head of School and the Hub Council of the Academy have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term and permanent exclusions

Only the Head of School has the power to exclude a child from the school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. Before taking such a step the Head of School will have taken advice from the hub council, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer as appropriate to each situation.

If a child is excluded, parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can appeal against the decision to the governance of the school. The school informs the parents/carers how to make any such appeal.

The Head of School in conjunction with the lead hub councillor informs the Local Authority (LA) and the Aspire MAT about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The hub council itself cannot either exclude a child or extend the exclusion period made by the Head of School.

A child may be excluded from the academy for a number of reasons, and for anything from a half day to permanently. St Mawes School will adhere to the Head Teacher legislation guidance 'Exclusion from Maintained Schools, Academies and Pupil Referral units in England Sept 2017' which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the school have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.

- Regular breaches of the academy behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Verbal abuse related to the protected characteristics as defined in the Equality Act (2010)
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately at the point of exclusion and invited to the academy to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Probus School, we would expect to look for a suitable setting for that child rather than excluding them.

Permanent exclusion will only be used as a last resort, in response to

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

- Persistent long-term defiant behaviour,
- Threatened or actual physical assaults,
- Sexual abuse,
- Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept
- including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Banned Items

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and

Review

This policy is to be reviewed every three years by staff, hub councillors, parents/carers and pupils.
Last reviewed September 2023

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.

Appendices

- Behaviour Log
- Behaviour Chart
- Behaviour Support Plan

Behaviour Log for St Mawes School

Pupil's Name:

Class

Behaviour plan Y/N

ECHP Y/N

Date:

Location

| | |
|---------------------------------------------------------------------------|--|
| Incident. The context for the behaviour and what lead to the incident. | |
| Behaviour What occurred? | |
| Positive action taken | |
| Parental communication Y /N | |

Completed by:

Received by:

Behaviour Record Chart

| <u>Pupil's Name:</u> Behaviour plan Y/N ECHP Y/N | <u>Incident</u> Describe what was happening immediately prior to behaviour, including place, people, noises, etc | <u>Behaviour</u> Describe what happened, exactly, including frequency... | <u>Actions</u> What happened (Pos/neg) immediately following the event... |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>EXAMPLE</u> Date.....12/5/12..... Start Time.....10.00..... End Time.....10.10..... Observer ...A. N. Adult..... | In classroom; asked to come and join group of other chd (initials); one gp using laptops; a gp doing role play outside class; raining outside; 2 adults (initials) in room. | Refusal to comply with request; shouted and ran out of room; buried head in coats; adult (initials) followed and tried to talk to her; tried to kick adult | Quietly reminded what behaviour was required. Removed to quiet area using double elbow grip. Quiet area for 10 mins then returned to required task. |
| Date..... Start Time..... End Time..... Observer | | | |
| Date..... Start Time..... End Time..... Observer | | | |
| Date..... Start Time..... End Time..... Observer | | | |
| Date..... Start Time..... End Time..... Observer | | | |
| Date..... Start Time..... End Time..... Observer | | | |

St Mawes School Behaviour Support Plan

| Child: | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between;"> <div> <p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p> </div> <div> <p>Medical conditions/needs:</p> <p>Staff working with the pupil:</p> </div> </div> | |
| <p>Challenging behaviour</p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p> | <p>Smart Targets</p> <p><i>What are we working towards?</i></p> <ul style="list-style-type: none"> <p><i>How do we get there?</i></p> |
| <p>Strategies for positive behaviour</p> <p><i>How do we maintain positive behaviour?</i></p> <ul style="list-style-type: none"> | <p>Early warning signs</p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> <i>What to look out for-</i> <i>How to respond (reminders, alternative environment). See reactive strategies</i> |
| <p>Reactive strategies</p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> <i>I</i> <p><i>At what stage should another member of staff be informed?</i></p> | <p>Support after an incident</p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> |
| <p>Agreement:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>Parent name</p> <p>Parent signature</p> <p>Date</p> </div> <div> <p>Staff name</p> <p>Staff signature</p> <p>Date</p> </div> </div> | |