Lostwithiel School
Bodmin Hill
Lostwithiel
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www.lostwithiel.cornwall.sch.uk
Telephone: 01208 872339

PRIDE,
PASSION,
PARTNERSHIP,
PERSEVERANCE,
PARTICIPATION.

Lostwithiel Primary School - WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

"UN Convention on the Rights of the Child"
Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Our School Vision
At the heart of Lostwithiel Primary School is the belief that our school must be a safe, secure and nurturing environment for every child and where there are safe, secure nurturing relationships for all children.

We believe that it is essential that our school is a welcoming and caring place for all. We recognise that children, families, staff and our local community all have an essential part to play in the success of our school.

We understand that children have very different life experiences and that some of these experiences may impact negatively upon an individual child's ability to regulate their behaviours and operate as part of the school community.

We are committed to providing our children with an excellent education that is broad, balanced and fun. We believe in ensuring the highest expectations possible in all aspects of school life to ensure children have the opportunity to do their very best (In line with article 29 of Convention on the Rights of the Child).

We define ourselves as a THRIVE school; one in which all children feel safe, secure, welcomed, supported and nurtured and where addressing the impact of trauma on learning and on emotional and mental health and well-being is at the centre of our educational mission.

We believe that pupils and staff should show Pride, Passion, Perseverance, Partnership, Participation (5Ps). By working together to ensure a safe a safe, secure and nurturing environment we believe that our children are motivated to discover their talents, develop their interests and have the confidence to become successful lifelong learners

Our Whole School Rules are:
We have good manners
We are kind in what we say and do
We are accepting and respectful
We actively listen to each other and adults
We walk around school considerately
We have a 'have a go' attitude

Aims of our Good Behaviour Policy

- To uphold our agreed school vision and 5Ps
- To promote good behaviour so our children can learn
- To explain what we mean by positive behaviour and to promote a shared understanding and use of language
- To set out the roles and responsibilities of everyone in our school community
- To make sure that the way we reward and encourage positive behaviour and what we will do when things go wrong are clear and consistent to everyone and that our actions will be consistent and fair
- To ensure our children understand their individual and collective rights and responsibilities through the promotion of a rights respecting ethos
- To set out the support available for children who have additional needs and those who are experiencing difficulty in managing their behaviour

Rights Respecting Classroom Charters
At the beginning of each school year as part of our curriculum the teacher will discuss with the children their rights and responsibilities. These will then be developed into an agreed classroom charter that aims to protect individual rights and remind us of our responsibility to protect other people's rights.
These rules will cover:

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- How to communicate
- How to move around the classroom
- How to treat others
- How to resolve problems
- How to learn

We expect everyone at Lostwithiel Primary School to:

- show kindness and care for each other
- be positive about our school community and what we can each achieve
- share ideas constructively
- understand our responsibilities in being part of our community and respect each other's rights
- to look after our school, equipment and property
- to arrive for school on time
- show positive attitudes towards learning

Children can expect adults at Lostwithiel Primary School to:

- provide fun and interesting lessons that have the right level of challenge for everyone
- listen well, empathise, care and respond quickly and appropriately to children's views
- model positive behaviours at all times for pupils
- take their responsibilities seriously and to support and respect the rights of all.
- keep children's best interests at the heart of all they do
- help children to forgive when things go wrong
- be consistent and frequently praise and reward good behaviour
- be consistent in following agreed sanctions for poor behaviour
- take the lead in creating a safe, secure, happy and nurturing environment for children throughout the day
- develop with each class a class charter and rules to protect rights and explain responsibilities
- foster successful, enabling relationships with all pupils by actively building trust and rapport
- demonstrate belief in pupils – that s/he can succeed.
- treat all pupils with dignity and respect at all times e.g. by saying 'thank you,' and 'you're welcome'
- hear the message behind the word/behaviour; ask yourself why the pupil is behaving in this way – there will always be a reason; behaviour is a symptom
- keep their word – whatever we say, we will do
- apologise if they make a mistake and 'repair'– you are modelling this for the pupil and you will earn respect
- let go of memories/feelings of a pupil's previous bad behaviour – it's unhelpful history. Focus instead on seeing positives in their behaviour the next session

We also expect our parents and carers to:

- promote positive attitudes towards school and support children with homework and home reading
- ensure children are ready to learn because they have had breakfast, a good night's sleep, are dressed in school uniform and have brought the things they need for school
- ensure children arrive to school on time and are collected at the end of the day on time
- work in collaboration with staff to support children with keeping to our school rules
- communicate any concerns or important information to the school

The positive way in which behaviour is managed, the positive dialogue between teacher and child and the simple reward system which is consistent throughout the school all work to enable each child to be successful within school. We ensure that all children are greeted with a smile and by their name at the beginning of each day. We reflect the knowledge that our facial expressions and body language provide subliminal messages to children and that it is of vital importance that each child feels nurtured, loved and valued by the adults in school. The Open Door policy for the Head Teacher and all staff mean that parents can share information or concerns with us at the earliest possible moment. This policy demonstrates to parents that they and their views are of importance to us and that ensuring their child's happiness of the utmost importance to us all. We articulate and review behaviour expectations with our children on a regular basis. We work collaboratively with the children in the development of the behaviour expectations for their class and for the outside areas of the school. This encourages children's commitment to these expectations and increases their self-awareness and ability to monitor their own behaviours.

Any conflicts are dealt with carefully and in a manner which allows children to repair any emotional damage that has occurred. We are explicit in our valuing of the concept of 'fairness' and will 'listen to both sides' and encourage the children to see the viewpoint of the

other child/ren. 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 and the Headteacher so that strategies can be discussed and agreed before more formal steps are required. It is then the responsibility of the class teacher to ensure that all in the school community are made aware of these strategies.
All teachers and other professionals in school should ensure that they build a positive partnership with parents as these are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged and valued. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate this policy and expectations to parents via the school website and parent steering committee.
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 behaviour support strategies will be discussed with the parents.

Praise, Rewards and Systems for Good Behaviour
We believe it is very important to frequently acknowledge and celebrate pupil achievement in all aspects of school life. Praise and reward should be based upon individual achievement and equally applied to all learners. Learning support staff will use the Dojo rewards and raffle tickets throughout the day to reward positive behaviours. LSS will always feedback both positive and negative behaviour to the Class Teachers after break times and lunchtimes.

Achievement Assembly

Individual achievements to be recognised as well as 5P certificates for each class, raffle ticket draw and accelerated reader bookmark prizes.

Behaviour Management in the Classroom

Rewards

We believe positivity and positive relationships are the key to successful behaviour management. Some of our positive rewards include:

- A genuine smile and descriptive praise from adult
- Showing work that they are proud of to a chosen member of staff
- Gold star work – rewarded by HT or SLT
- Stickers
- Positive Class Dojo points – KS1 visit their Class Dojo shop for rewards. Y3 and Y4 have Friday Dojo rewards and Y5 and Y6 collect 15 Dojos to be entered into a prize draw.
- 5P certificates awarded in Friday assembly
- Raffle ticket draw in Friday Assembly – all classes to bring their tickets collected over the week

Inappropriate behaviour in the classroom

Inappropriate behaviour might include calling out, refusing to sit in carpet space, general silliness, interruptions etc.
If a child demonstrates these behaviours in the classroom, the following consequences will happen:

- Polite warning – sometimes non-verbal
- Verbal Warning – name the behaviour
- Negative Dojo given
- Move to partner class to reflect (NQTs will not have a child) – 10 minutes – to be timed with a 10 minute sand timer (fresh start after this time and they return to their class. An apology will be needed, which the child/adult gracefully accepts and they get back to their learning)
- Send Dojo message home to parent/carer if negative Dojo given

If behaviour persists, then the above process will start again, but this time the child will be taken to Head teacher. A message or phone call will be made home and the incident recorded on C-Poms.

Children who find management of their behaviour more difficult may require an individual and personalised behaviour plan with associated rewards and consequences. This will be completed in collaboration with the child, parent / carer and SENDCO.

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Escalation in behaviour and Behaviour Plan

Behaviour plans are to be used for specific children in school who are consistently displaying inappropriate behaviours. Should their inappropriate behaviour continue, a behaviour plan to support the child in order to make good choices will be produced. This will be discussed with the parent at an early stage. The system below is not rigid and will vary depending on the context. However, the guide below should be worked through in most cases.

1. Inappropriate behaviour displayed/poor behaviour shown. Depending on the severity of the poor behaviour, the teacher will deal with the incident quickly and calmly and log it on C-Poms.
2. Should poor behaviour form into a pattern, e.g. 3 or 4 times in a 2-week period, then the child will be discussed with the SLT member or Head teacher.
3. Should there be no improvement, then the parent/s will be told that *'If behaviour does not improve, then a behavioural plan will be drawn up and discussed with the SENDCO.* During parent/s discussions it is crucial that we continue to ask the child, *'Is there anything that we can help you with?' or 'Is there anything worrying you at the moment that we can support you with?'*

Note: All conversations at this level with the parent should be recorded on C-Poms.

4. The behaviour plan will be written by the classteacher. The SENDCO will sign off the plan after reviewing with HT. It is crucial that there is daily contact with the parent/s to celebrate success and inform of any issues. This plan will be reviewed within school on a weekly basis. Child to come off plan once agreed with SENDCO.

Routines:
Routines support pupils and need to be explicitly taught for:

- the start/end of the day
- moving around school
- answering the register
- smooth transition to and from carpet. All adults to use 1, 2, 3. 1 = stand up quietly, 2 = go to your place and 3 = begin learning

The use of non-verbal signals
The school will adopt a new non-verbal communication system with the children in their class. All adults, when leading the class, will use the following:

- STOP = A clear hand in front of face with flat palm.
- PRAISE = Thumbs up, smile and mouthing 'thank-you'
- SIT CORRECTLY, CROSSED LEGS = cross lower arm and push down
- TRANSITION TO LEARNING = see above 1,2,3
- VOICES OFF = turn and close hand in front of mouth

The language of choice – This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad.

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Bullying

- we do not tolerate bullying at Lostwithiel Primary School
- every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
- this agreement needs to be monitored by the class teacher to ensure that the bullying has ceased
- parents should be informed by the class teacher or SLT.
- bullying should never be ignored
- all instances of bullying must be recorded on C-Poms and they are reported to Governors termly

Racist language/incidents

- They are not acceptable at Lostwithiel Primary School.
- They should be dealt with in line with this Policy.
- They MUST be recorded and reported to Governors termly.
- Sexist, homophobic, disability abuse - is not acceptable and should be dealt with in line with this policy

WORRYING/UNUSUAL BEHAVIOUR: Child Protection

Staff must immediately report any worrying/unusual behaviour to the designated Child Protection Officer. Such behaviour may warrant involvement of parents, Social Services, Medical services or an assessment by the Educational Psychologist. The DSL, in combination with the Deputy DSL will make that decision.

RESTRAINT: – i.e. the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property. *All staff must intervene in an appropriate manner if there is immediate danger/risk to other children/adults.*

- should rarely be used, and only after all other interventions have been exhausted
- should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect
- if used, it must be recorded on C-Poms

Individual Risk Assessments will need to be carried out – this might apply, for example when an individual pupil/child needs physical interventions using appropriate safe techniques

- if used and physical intervention used, then parent/carers need to be informed immediately.

THE 'TELLING' SCHOOL – we encourage pupils to

- tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a good thing to do.
- Any child/adult who witnesses inappropriate behaviour, and says /does nothing is an accessory to that behaviour; is colluding with the wrong doing and giving permission to the perpetrator to do it.

MONITORING

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil
- we will observe and feedback to staff on observed good practice and areas for development

Author – K Webber and whole school teaching staff (Acting Headteacher)
Review Date - June 2021

Awaiting approval – January 2019