



PADSTOW SCHOOL & NURSERY

Positive Behaviour Policy

'Any response to a child's 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?"

Date becomes effective:

September 2022

Next review date:

September 2023

Person responsible for implementation:

Head of School

Director responsible for oversight:

Strategic Partner, Padstow School

Rationale

The school's 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, particularly following COVID-19. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

At Padstow, we understand that behaviour is a communication of unmet need or as an adapted, defensive stress response. 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 life.

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

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the school, parents, and other members of the wider School community.

This policy reflects current practice within the School and Nursery. Its fair and consistent implementation is the responsibility of **all** staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the school's general rules.

Aims

The aim of Padstow School & Nursery is for every member of the school community to feel valued and respected, and for all persons to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The school's Positive Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a **supportive** way. We aim to ensure that we can teach, support, and reinforce the skills and behaviours a pupil needs to succeed in learning. We recognise that our children are unique and individual and that some will require additional support to achieve the high expectations we have for behaviour for all children.

We aim to promote an environment where all feel happy, safe, and secure.

Padstow School & Nursery wants all its pupils to be increasingly confident and independent, to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements.

Padstow School & Nursery has three Rules for Life. **The primary aim of the Behaviour Policy, however, is not a system to enforce rules but rather to promote good relationships**, so that people can work together with the common purpose of helping everyone to learn.

Padstow School & Nursery does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear. See Anti-Bullying Policy for further information.

Expectations of staff

The following expectations should be developed and agreed by staff in the school:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and to demonstrate they are loved and valued.
- To create a safe, caring, and supportive environment that supports children's return to school during a time of uncertainty.

Expectations of pupils

The following pupil expectations should be taught, gently supported, and reminded:

- To follow the instructions of all adults who work in the school.
- To treat everyone with respect and to be aware of the impact of their behaviour on others.
- To take care of and respect property within the school environment and community.
- To follow the agreed School Rules.

Expectations of parents/carers

Parents and carers are asked to support the School's Positive Behaviour Policy.

- To ensure children are aware of the appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- Ensuring that their children attend school in good health, punctually and regularly.
- To enjoy good relationships with the school, supporting the school in the implementation of this Policy.

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of Padstow School & Nursery for children are:

- To be aware of each child's needs and their individual circumstances will support them in school.
- To consider the safety of other pupils and staff and aim, through gentle care, support, and reinforcement, to minimise any worries or anxieties while helping children to become familiar with the routines, rules, and expectations of school.
- To use the positive system of behaviour towards, and with, the children to increase their confidence and self-esteem.
- To regularly and frequently celebrate success.
- Reinforcing good behaviour will help our pupils to feel good about themselves.

Golden Rules:

Our Golden Rules should be regularly discussed and encouraged. They are:

- 1. Show respect and good manners at all times.**
- 2. Follow instructions with thought and care.**
- 3. Care for everyone and everything.**

These rules will be clearly displayed around the school.

Our rules are expressed positively, and pupils spend time exploring in an age-appropriate way what the expectations mean through a variety of ways e.g., stories, Circle Time, drama, dance, art, PSHE, TIS activities, etc.

What we do:

To achieve the above, we will:

- Explicitly teach the Golden Rules and why they are important, communicating expectations to the children clearly and precisely.
- Provide opportunities for children to be active participants in the development of the expected behaviours for learning.
- Clearly state the boundaries of acceptable behaviour linking to each of the Golden Rules.
- Respond promptly, developmentally appropriately and consistently to children who test the boundaries, ensuring expectations are clear.
- Promote good behaviour in a positive way using a reward system.
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging providing an inclusive environment for all.
- Work with parents where additional support is needed or to celebrate positive achievements and progress through open and respectful partnerships.
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective self-evaluation and school improvement.

Rewards

All members of staff will always recognise and celebrate appropriate behaviour around the school through informal praise.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils
- Stickers and stamps
- Certificates
- Postcards home
- Golden Tickets
- Special responsibility jobs
- Year 6 only – Super Six Award
- A class reward of additional Green Time
- Nursery Bee awards

Cumulative Rewards – individual:

Golden tickets

10 Golden tickets = 1 Gold card

EYFS – 1 Gold Card = a reward from the Golden Box

KS1 - 2 Gold Cards = a reward from the Golden Box

KS2 - 3 Gold cards = a reward from Mrs Whitford's Golden Box

Cumulative Rewards – class:

Green Time - this is to be awarded when **all** class members have stayed '**GREEN**' for a whole day (that is no amber cards). 5 minutes are rewarded per day.

Remember: the assumption is **always** that every child is '**GREEN**'.

Remember this is cumulative – a maximum of 25 mins can be gained in a 5-day period for example.

Once the class has gained enough 'time' (25 minutes or a time agreed as a class) then **GREEN TIME** is given.

Green time: this is a class chosen activity.

When unacceptable behaviour occurs:

Sometimes, however, for a variety of reasons, a child will find it difficult to follow the school's Golden Rules. If this happens, there are further strategies that are used to gently support a child to understand and to make the right choices.

1. A gentle reminder

This should be **verbal**. It should be clear and firm. The pupil should be reminded of what they need to be doing, eg "Remember, xxx, we should not be shouting out." or "X, you are distracting your partner by chatting. Can you please concentrate on your xxxx?"

2. Stop and Think

If, after 2 gentle verbal reminders, a child continues with the unacceptable behaviour, they should be told, clearly and firmly, that they will now be on Stop and Think. Also remind them that they still have chance to get back to Green by following the instructions given.

Support and opportunities to change inappropriate choices are always given.

3. Amber Card

An Amber card will be given to any child on Stop and Think who has continued to ignore the reminders to behave. This will mean a child will spend an age-appropriate time with an adult, either in the playground stood with an adult on duty thinking about and discussing their behaviour or as Time in with an adult doing the same.

EYFS (inc Nursery) & Y1 - age-appropriate Time In as an immediate action discussing behaviour with an adult.

Y2 - 5 minutes Time In either at break time or with an adult in the classroom

Y3 - 7 minutes as above

Y4 - 8 minutes as above

Y5 - 10 minutes as above

Y6 - 15 minutes as above

Time in

This should be a time of appropriate length for the child, sitting with an adult chatting about what the child is finding difficult and discussing strategies that could be put in place to support them.

At the start of each new session, children are assumed to be back on Green.

4. Exceptions- A call to the Head of School or Pastoral Lead

The adult in charge of the classroom to call the HoS or Pastoral Lead for support.

5. Letter to parents

This will be a letter to the parents /carers explaining their child's unacceptable behaviour that day, the sanctions applied as a consequence of that behaviour and offering a meeting to discuss the situation. The incident will be discussed with parents / carers when letters are sent home.

Each Letter is logged on My Concern and a copy of the letter uploaded.

Restorative approaches

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

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

Parental involvement

If a child's behaviour gives cause for concern, parents will be involved as soon as possible. Parents will be invited to work with the school to support the child with developing appropriate behaviour.

All staff are aware that parents should be kept fully informed, and that communication is clear and consistent.

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 inappropriate items from pupils such as sharp implements.
- 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.

There will be zero tolerance of any form of serious assault on pupils or staff.

Positive Handling

At Padstow School and Nursery safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do, however, recognise that on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach

positive handling skills who will support to ensure the safety of all. The use of Team Teach will be reasonable, proportionate, and necessary.

Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe.

If Team Teach has been required, the staff member will log the incident in a bound and numbered book and parents / carers informed.

Behaviours that may lead directly to an internal or external exclusion:

- a) Persistent, serious, or offensive verbal or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to exclude a pupil should **only** be taken after involving the school's Strategic Partner and Aspire's Inclusion Lead.

Behaviour Policy – Nursery (Fledglings)

To support our youngest children to make good choices we reward their learning and choices.

The Nursery has a Beehive and each child has their own bee. Any adult can reward the children for making good choices in their learning and play. The children buzz their bees around from 1 to 5 and when they reach the beehive they are able to select a reward from our special 'Bee Box'.

This not only celebrates their good choices in learning and play but the children are supported to recognise their own bee using their names and pictures, recognition of the numbers 1 to 5, which number they are on, where they will be if they get one more buzz and how many more they need to reach the bee hive.

This system is similar to the reward system used within school, adapted to each age group, with the school children receiving gold tickets with 10 tickets exchanged for a gold card. Puffins exchange 1 gold card for a reward, KS1 (Kittiwake and Little Egret) exchange 2 gold cards for a reward and KS2 (Oystercatcher, Cormorant and Curlew) exchange 3 gold cards for a reward.

Monitoring

The Strategic Partner and the Hub Councillor for the school have a duty of care to all pupils and staff, and this Positive Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

The school's Strategic Partner, supported by the Head of School, will monitor the effectiveness of this Policy on a regular basis, reporting to the Hub Council on the effectiveness of the policy, and if necessary, making recommendations for further improvements.