



## **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:

April 2024

Next review date:

September 2024

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 Positive 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.

<http://www.aspireacademytrust.org/antibullying>

### **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 where children feel safe and supported.

### **Expectations of pupils**

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

- To follow the instructions of all adults who work in the school.
- To be thoughtful about how they treat others and to be aware of the impact of their behaviour on other people.
- 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.

## **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 develop their full potential.
- To provide a challenging and inclusive curriculum.

- To create a safe and stimulating environment that supports children's learning.

### **Expectations of pupils**

The following expectations should be **developed and agreed** by children in the school.

- To work to the best of their ability and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of all adults who work in the school.
- To take care of 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 by:

- Ensuring children are aware of appropriate behaviour in all situations and being aware of the school rules and expectations.
- Encouraging independence and self-discipline and showing an interest in all that their child does in the School.
- Ensuring that their children attend school in good health, punctually and regularly.
- Enjoying good relationships with the school and supporting the school in the implementation of this policy.

### **The core beliefs of Padstow School & Nursery:**

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and this help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimise disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

## **Golden Rules:**

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

- 1. Be polite, kind, thoughtful**
- 2. Follow instructions**
- 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, expected behaviour around the school through informal praise. Wherever appropriate, pupils' best efforts will be celebrated.

Pupils who have positions of responsibility (eg Lunchtime Helpers, Reading Champions, Super Sixes) will receive recognition for doing their job well.

### Rewards may involve:

- Verbal praise
- Verbal praise to parents – including telephone calls home
- Stickers
- Well Done Certificates linked to School Rules in the Friday Assembly
- Postcards home from Mrs Whitford
- Taking good work to other teachers for reward or praise
- Golden Tickets for exceptional work or behaviour
- Half-termly Certificates for Reading, Writing & Maths
- Termly Most Improved Certificates
- Super Six privileges
- EYFS Bee awards

### Cumulative Rewards – individual:

Golden tickets

10 Golden tickets = 1 Gold card

Y1 – 1 Gold Card = a reward from the Golden Box

Y2 – 2 Gold Cards = a reward from the Golden Box

Y3 – 6 - 3 Gold cards = a reward from the Golden Box

Nursery & Puffin Class – Buzzing 10 Bees for a reward from the Golden Box

### **Rewards and Sanctions overview:**

Pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of the school's Positive Behaviour Policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

All staff should operate our **stepped approach** to sanctions, which allows pupils to identify the next consequence. Pupils for whom this approach is not appropriate will have an individual behaviour plan detailing alternative rewards and sanctions.

Sometimes, however, for a variety of reasons, a child will find it difficult to follow the school's Golden Rules. **The teacher should ensure they place the responsibility where it should be – on the child.** 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** as a way of signalling inappropriate behaviour.

It should be clear and firm.

It should indicate to the child the rule being broken.

State the effect that breaking the rule is having, or could potentially have.

For example: \*\*\*\*\*, this is a **warning**. You were talking when you should have been listening and are distracting others from their learning.

### 2. Second verbal warning

The second time a child chooses to break a rule it is important they know they have received a **second verbal warning** and what the next step will be should they continue to make the wrong choices.

For example, \*\*\*\*\*, you have already had one warning for talking and not listening. You now need to STOP AND THINK about your behaviour and the impact it is having on others. Next time, you will have an Amber Card which will mean Reflection Time at break time / lunchtime / this afternoon.

### 3. Reflection Time / Amber Card

If, after 2 verbal reminders, a child continues with the unacceptable behaviour, they should be told, clearly and firmly, that they will now have an Amber Card.

This will mean a child will spend an age-appropriate time with an adult during the next break time in the playground.

This adult, teacher or TA, will talk to the child about what the child is finding difficult and discussing strategies that could be put in place to support them.

Children will also need to think about who they should say sorry to.

Reflection Time will not take up the whole of break time to allow the child to have time to run around and reset.

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



#### **4. Exceptions- A call to a KS Lead, Pastoral Lead or Head of School**

The adult in charge of the classroom to call the KS Lead, Senior Teacher or Pastoral Lead for support. If the situation is serious, the HoS should be called.

The child will then have time to reflect in another class or with the Head of School and parents will be informed.

#### **5. Behaviour Letter**

This will be a letter to parents /carers explaining their child's unacceptable behaviour that day and the sanctions applied as a consequence of that behaviour.

Behaviour Letters home are always preceded by a telephone call to the parents / carers when the situation is discussed.

Each Behaviour Letter is logged on My Concern by the adult dealing with the child's behaviour. The HoS will upload a copy of the letter.

#### **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 & 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 – Fledglings (Nursery) and Puffin Class**

As the children in the Nursery and Puffins class are too young to wait for the collection of 3 Gold Cards to receive their reward for good behaviour, the Behaviour system has been adapted for these very young children.

The Gold ticket system has been adapted as follows:

Cumulative Rewards – individual:

10 Buzzes on the Bees – 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.