



## **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 2023

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 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 where children feel safe and supported.

### **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 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.

## **Golden Rules:**

Our Golden Rules should be regularly 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 behaviour around the school through informal praise.

Rewards may involve:

- Verbal praise
- Verbal praise to parents
- 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
- 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

Cumulative Rewards – class:

GREEN TIME – 25 minutes per week (5 mins per day)

As this is a cumulative reward it must be given weekly so children link the Green Time to the rules and good behaviour choices.

If a child has made poor choices and received an Amber card – this must be recorded. If a child earns 3 Amber cards in a week, they receive a RED card. This means they miss 5 minutes of Green Time. This must be recorded on My Concern. They sit out this time quietly in class until they can join the activities.

## **When poor behaviour choices are made:**

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 put our hand up and not shout out." or "X, can you please concentrate on your xxxx? You are distracting your partner."

### **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 In with an adult in the classroom, chatting 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.

Time In will not exceed a given time to allow the child to have time to run around outside and reset.

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. Behaviour Letter**

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. 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 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 & 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 in order to receive their reward for good behaviour. So, 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.

The EYFS teacher will award Green Time in an appropriate way.

**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.