

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 2024

Next review date:

September 2025

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. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

At Padstow, behaviour is understood neuro-scientifically as 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 school 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.

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At Padstow, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

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 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.

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.

Padstow School & Nursery has a zero tolerance to 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 consistently implementing our school behaviour policy.
- 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.
- Follow the Padstow Behaviour Pathway.
- Aim to be positive at all times by seeking out and rewarding the good

Expectations of pupils

The following pupil expectations will be explicitly taught.

- 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 Rules for life.
- To work to the best of their ability and allow others to do the same.

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 support 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
- 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.
- 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.

Rules for life:

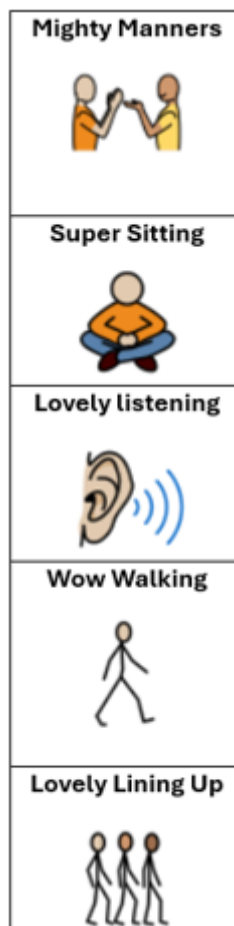
Our Rules for life should be regularly taught, discussed and encouraged. They are:

- 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, etc. Additionally, we actively model and encourage our '**Padstow Expectations**' in the behaviours we wish to see.

Padstow's Expectations:



What we do:

To achieve the above, we will:

- Explicitly teach the Rules for life and “Padstow expectations” and why they are important, communicating expectations to the children clearly and precisely.
- Clearly state the boundaries of acceptable behaviour linking to each of the Rules for Life.
- 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 positive behaviour around the school through informal praise. Wherever appropriate, pupils' best efforts will be celebrated. Pupils who have positions of responsibility (e.g. Lunchtime Helpers, Reading Champions, Super Sixes) will receive recognition for doing their role.

Rewards may involve

Frequency	Behaviour	Consequences
Daily (anytime)	Keeping to Padstow's Rules for life Demonstrating Padstow's expectations Any praiseworthy behaviour	General Praise – verbal and written House points (Dojos) Praise conversation with someone at home Child's choice of reward when they reach a multiple of 100 house points *Fledglings and Puffins work to age appropriate goal.
Weekly Rewards Assembly	Showing a Padstow Value Any praiseworthy behaviour	General House point update

	Very good behaviour, effort and/or achievement	Weekly certificate in assembly per class Celebration of specific occasions e.g. competitions, reading, special events, awards from extra-curricular activities Super sixes when appropriate
Half Termly and Termly Assembly	Consistently very good or excellent behaviour Consistently trying their best with their learning Team who have collected the most house points	General Most Progress in reading, writing and maths certificates per class Winning of the house cup House team reward
Annual Prize – Giving Assembly	Exceptional and/or continuous very good behaviour, effort or achievement throughout the year	As above, please Plus, Year 6 awards

Consequences

We want children to be aware that for poor behaviour, there are consequences. If developmentally appropriate, this will be in the form of reflection time with the adult who gave out the consequence. There will also be natural consequences of their action, for example using lunchtime or break to complete their work (following the school's behaviour pathway). Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

Special Celebrations, Roles and Responsibilities:

- Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, at lunch time encourages positive interactions and aspirations. Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration, with each teacher giving explicit praise with a specific focus, linked to our value e.g. for demonstrating resilience. We recognise the importance of positive comments, respectful interactions and role modelling for the children. The school expects all adults – staff, parents, visitors and the wider adult community – to model positive and respectful interactions with one another. Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

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 a duty and 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;
- 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. E.g. Serious Assault on a pupil by another - require a referral to SLT- parents will be involved and appropriate action taken based on our understanding of the situation.

Suspensions- Internal, fixed-term and permanent exclusions:

An internal suspension may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response '. Only the Head of School has the power to exclude a child from the School. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently. Before taking such a step, the Head of school will have taken advice from the Strategic Partner and Hub Councillor, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The School informs the parents of how to make any such appeal. The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently.

Padstow School will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' Sept 2017.

Suspension and permanent exclusion guidance September 2023

(publishing.service.gov.uk)

Reasons why a permanent exclusion may be considered are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistently disruptive behaviour
- Racist abuse
- Sexual misconduct
- Use or threat of use of an offensive weapon or prohibited item
- Any abuse relating to a disability, religion, sexual orientation or gender identity
- Inappropriate use of social media or technology
- Theft or property

- Damage

Inclusion

It is our aim to be a fully inclusive school. 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.

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.

Mobile phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Padstow School and Nursery discourages pupils bringing mobile phones to school due to potential issues. When a child needs to bring a phone to school, the phone must be handed to the class teacher at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Padstow School and Nursery accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds. Mobile phones must stay in a pupil's school bag at all times before and after school. Where a pupil is found by a member of staff to be using a mobile phone in the playground, or inappropriately, the mobile phone will be confiscated from the pupil and handed to a member of the office staff. The mobile phone will be stored by the school office. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our managing and supporting positive behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of the senior leadership team. Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.

We ask that parents should talk to their children about the appropriate use of text messages as they can often be used to bully pupils. Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

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.

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 endeavour to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.