

Behaviour Policy 2022-2023

North Petherwin School

Werrington School

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Our Mission Statement: Expectations, Aspirations and Respect for all.

We are committed to this by developing our ‘Learning dispositions’ with pupils:

- **Reflective**

We ask all learners to reflect on learning, attitudes and behaviours. We encourage them to use previous experiences to move forward in a positive way.

- **Independence**

We guide learners to understand and use strategies and resources to confidently complete learning independently when required.

- **Curiosity**

We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.

- **Collaborative**

We help children to recognise how to work together to maximise learning opportunities.

- **Brave/resilient**

We encourage children to be brave and have a go. To be resilient and find solutions.

The aims of this behaviour policy: It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It is a means of promoting good relationships and positive mental health and wellbeing. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of our school to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

At Werrington and North Petherwin, we recognise and promote positive behaviour, as it further develops an ethos of kindness, cooperation, and mutual respect.

Our approach in applying the behaviour policy across the school is consistent and is applied by all members of staff but it may be presented to pupils in an age-appropriate way (EYFS/Key Stage One and Key Stage Two) and some of the sanctions are applied in an age-appropriate manner.

Trauma Informed Schools (TIS):

Our school is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

Our behaviour policy and the Trust's relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

We have specially trained Trauma and Mental Health Informed Practitioners across the Trust. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in a 1:1 session, in class or in small groups.

As a school, we acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – we proactively engage with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Recognition of positive behaviour: In addition to a culture of regular verbal praise and appreciation, the following systems operate in our school and may be awarded by all staff:

House Team points (ClassDojo points)

All pupils belong to one of four houses:

Dailey (red), Glover (blue), Hext (green) and Vicory (yellow). All pupils collect house team points. They are collected by each individual for positive behaviour and are logged on ClassDojo. Each individual’s points also contribute to the team as a whole. At the end of each term, the team with the most house team points are rewarded with an extra playtime/activity.

We believe that the ‘House’ system is a positive influence with the academy for several reasons:

- Pupils are motivated to work hard and behave well to earn house team points (ClassDojos) which will contribute to the overall total for their house team.
- It brings the whole academy together by giving pupils a common goal.
- It helps with organising pupils into groups, for example, Sports Days, for PE lessons and on trips/enrichments. • It is a fair system as the pupils are sorted ensuring that pupils with different abilities and talents are represented evenly across the houses.
- The element of competition gives many pupils further motivation to work hard and reach their full potential.
- Having the additional responsibility of working in a team towards a shared goal, helps the pupils understand the importance of learning how to work as part of a team.
- It is known that all of the above points have a positive impact on behaviour.

Celebration assembly rewards

Pupils have the opportunity to earn and be awarded with certificates and prizes during our weekly Friday celebration assembly. This includes:

- Stars of the week: up to two pupils from each class are awarded with a star of the week certificate. This is decided by a staff member from the class which link to our learning dispositions.

- Class recognitions and treat for achieving the highest percentage of readers across the school – extra play for those who read 5 nights in a week.

Recognition for achievements outside of school e.g swimming certificates, rosettes and badges.

Recognition of a team reaching 1000 points – extra play awarded

- Stickers: pupils may also be awarded stickers in their class to celebrate success instantly.
- Celebrating success with others: they may be sent to another member of staff/Head Teacher to celebrate success.

Unacceptable behaviour: For the purposes of this policy, the school defines ‘low-level unacceptable behaviour’ as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete class learning
- Failure to follow instructions
- Disrespect

‘Low-level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’, depending on the severity of the behaviour. Our system is used to help pupils when behaviour is unacceptable and is designed to give pupils choices to stop and make changes. The pupils realise that there will be consequences for unacceptable behaviour.

Step 1: An initial warning is given. The pupil is asked to think about making the right choices and changing their behaviour.

Step 2: A second warning given – reminder about making a choice and changing behaviour.

Step 3: If behaviour continues, they will be sent to another classroom with the expectation that the learning set is completed.

Step 4: Child sent to a member of the SLT and complete their work in their own time (lunch or break).

Transitions

Transitions include:

- Moving between one learning experience to another
- Moving between rooms

- Going to playtime/lunch time
- Coming in from playtime/lunch
- Entering/exiting classroom

Transitions and changes of activity can make people feel stressed and uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of the child's individual needs. Learners will benefit from being given a clear warning or countdown to change ahead of time. Other strategies could include the use of familiar music cues, visual timetables, fantastic walking and /or timers.

Playtimes

Playtimes: Playtime is a time when a range of unacceptable behaviours may occur. We have developed a range of structures to minimise these:

- The Head Teacher/Assistant Head of School meets with all support staff termly to review policy/practice and to offer further training as identified.
- Raffle tickets are given out at playtimes by Staff members on duty who have observed positive behaviour. Three raffle tickets are randomly selected weekly in a Friday's celebration assembly and pupils can choose a prize (Werrington only).
- School Council discuss issues which are feedback to classes/whole school.
- Low level inappropriate behaviour is promptly dealt with to avoid escalation.
- More serious offences will result in immediate removal from the playground and missing the next playtime.

Serious unacceptable behaviour/Persistent Problems:

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour • Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

This behaviour is fully investigated, recorded and monitored via our school's online chronology, 'My Concern'. A member of the Senior Leadership Team will inform parents if their child has been injured or a victim of serious misbehaviour. Any injury to staff is logged on an on-line County Council incident form.

If there are persistent behaviour problems highlighted by behaviour reports, then the following responses will be triggered:

- Evidence needs to be collected on the pupil's behaviour to see if it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth with a member of the Senior Leadership Team and Class teacher and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means including suspensions (in line with Exclusions Policy). It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, lunchtime supervisors, SENDCo etc. It is also important to keep the Senior Leadership and the Head of School informed.

Individual Positive Support Plan: If the problem is not resolved, then it is appropriate to take advice from other local agencies to assess the needs of pupils who display continuous disruptive behaviour. An Individual Positive Support Plan may be drawn up with the pupil,

parents and other agencies e.g. family support worker. This will identify the pupil's strengths as well as weaknesses and plan a structured way forward for the pupil.

SEND:

Our school will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour. Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

Team Teach:

When behaviour becomes challenging, TIS de-escalation strategies are first put into place where and whenever possible. In certain situations, where either the child is in danger or they are putting others in danger, then it may be appropriate to use positive handling (Team Teach). Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and only done if other strategies have failed. De-escalation is always preferable where this is possible (see Restraint Policy). When pupils have been restrained, it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach Co-ordinator or Head of School/Executive Headteacher.