**Trythall C. P. School**

**Positive Behaviour Policy**

**Rationale:** To promote a positive and purposeful school community where staff and pupils work together in an atmosphere of mutual respect.

**Aims and objectives**: It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also promote a positive behaviour for learning and encourage children to adopt open mind-sets and be active learners. 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.

We aim to:

* Promote a positive behaviour for learning attitude.
* Promote respect of all different races, cultures and religions whilst upholding the underlying British values.
* Promote an environment in which everyone feels happy, safe and secure.
* Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
* Enable everyone to work together in a effective and considerate way.
* Ensure every member of the school community to behave in a considerate way towards others.
* Treat all children fairly.
* Help children grow in a safe and secure environment.
* To become positive, responsible and increasingly independent members of the school community.
* Develop an ethos of kindness and cooperation.

To promote positive behaviour at Trythall School we use a method based on rules, rewards and sanctions.

 Rules

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Rewards Sanctions

The primary focus of this method, is to reward children for positive behaviour and to promote self-discipline and respect.

**General Reward guidelines**

**Good social behaviour:**

Being respectful towards others by: caring, sharing, helping others, playing well, telling the truth, apologising for accidents, dealing with problems sensibly or calmly, saying please and thank you.

**Good class behaviour:**

Following routines, tidying away well, listening to and following instructions, moving around school appropriately, helping others and making helpful choices.

**Good learning behaviour:**

Listening, enthusiasm, participation, working cooperatively, asking questions, starting a task promptly, on-task behaviour persevering with problems, and achievement/completion of a task.

**Golden Rules**

Our Golden Rules are promoted across school from Foundation to Year 6 and display in playgrounds, classrooms and all school areas. These links to our principles of encouraging good behaviour, self-discipline and respect. The Golden rules are:

* Care for everyone and everything
* Show good manners at all times
* Follow instructions with thought and care

In pre-school the children are encouraged to develop their understanding of these rules .

**Detailed Rules**

While the Golden rules give guidance, more specific rules are also made clear to the children for example the Break and Lunch time rules that are discussed with the children at least once per term.

**Individual Rewards**

All pupils will have the opportunity to be rewarded for positive behaviour in the following ways:

**Throughout the School (Including Pre-school)**

* Sign of approval – thumbs up, or smile
* Positive specific verbal or written feedback.
* Individual charts
* Headteacher Awards (children sent to Headteacher’s office)
* Communication with parents e.g. Through Learning Journeys, Text messages sent home or conversation with parents.

**In KS1 and KS2**

* Golden tickets (normally for exemplary breaktime behaviour)
* Effort Band (Awarded weekly in Assembly)
* Star of the day
* Focussed awards e.g. Handwriter of the Day.

**Individual Sanctions**

There are a range of sanctions that may be involved if the School Rules are broken. These differ slightly between Foundation Stage, KS1 and KS2.

**Pre-school**

Expectations of behaviour vary according to the developmental stage of each individual child. Because children learn to manage their feelings and develop relationships at different ages, behaviour management is seen as part of their overall learning journey. Caring and considerate behaviour is taught by example, discussion and praise. Very occasionally children may need to be taken aside or removed from a situation for their own welfare or that of other children. If behaviour is a consistent concern we work with parents and, if necessary outside agencies, to support the child’s development.

**Foundation Stage and Key Stage 1**

Non-compliance with rules will result in escalation.

1) Children’s names are moved to the Cloud symbol

2) Children’s names are moved on to the Sad Face symbol.

3) Children are sent to the office /Loss of play time

4) Discussion with parents

5) Temporary exclusion

6) Fixed term Exclusion/Managed move to an alternative school

**Key Stage 2**

1. Children’s names are written under the Sad Face symbol.
2. A tick is beside the name results in loss of breaktime
3. Children are sent to the office /Loss of play time
4. Discussion with parents
5. Temporary exclusion
6. Fixed term Exclusion/Managed move to an alternative school

**Lunchtime Sanctions**

* Remind of rule
* Child to stand by supervisor for 5 minutes
* Child sent in to Headteacher

**Additional sanctions** may include completing an unfinished task at break time. Furthermore, in regards to the DFE guidance on behaviour, school sanctions can also be used to address poor behaviour on the journey to and from school. Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member oR reported to the school will be dealt with in line with the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school.

School staff are able to search a child if it is considered that an offensive or dangerous item is being carried or an item has gone missing; If this was the case, then the item would be confiscated or retrieved and parents/carers would be contacted.

**Exceptional circumstances**

We fully understand that some children find certain aspects of school life extremely challenging, including behaviour. We pride ourselves in working closely with these children, their families and other agencies if applicable. We strive to help them deal with their circumstances through nurture, care and guidance to help them adapt and merge into school life. We will make reasonable adjustments in the application of the behaviour policy where there are individuals with SEN or behavioural disabilities, and any other pupil at risk of disaffection and exclusion. We will be pro-active, monitor closely and liaise with home and other colleagues to apply the policy.

**Use of Reasonable Force**

* All members of staff have a legal power to use reasonable force.
* This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an organised trip.
* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
* Force can be used for two main purposes – to prevent pupils harming themselves or others.
* The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstance
* Reasonable adjustments should always be made for disabled children or children with special education needs (SEN).

Further advice is given on **–‘Use of Reasonable** **Force’**  by the Department for Education.

**Fixed-term and permanent exclusions**

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in anyone term. Pupils found to have made malicious accusations against school staff may receive an exclusion from school – this is likely to be permanent dependant on the severity of the accusations. The governing body fulfil their role monitoring levels of exclusion, reviewing individual cases where a child has been excluded for a period of more than 15 days in one term and hearing appeals from parents.

Following the decision to permanently exclude a pupil; where requested by a parent, an expert will need to be appointed by the local authority or academy trust to advise the independent review panel. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommended that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

**The role of parents**

 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child’s learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, the complaints procedure should be followed.

We hope that all adults conduct themselves appropriately. If Parents/Carers or Visitors are seen to be abusive and/or swearing on school premises, the Headteacher will normally seek to ban that person in line with the Cornwall Local Education Authority and Devon and Cornwall Constabulary policy of ‘Nuisance and Disturbance on Educational Premises’. Incidents that come to the schools attention will be formally logged and then a verbal warning or warning letter that will be given. Additional incidents may result in a Section 547 ban being issued by the Local Education Authority.

**Monitoring and review**

This policy will be reviewed annually. The governors may, however review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It will also be monitored by parent and pupil questionnaires, learning walks, lesson observations, staff meetings and discussions.

The school keeps records concerning incidents of misbehaviour – time outs and detentions. The headteacher keeps a record of any child who is suspended for a fixed –term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any ground including racial and those pupils with SEN (Equality Act 2010).

Further details regarding behaviour and sanctions can be found on the DFE ‘Behaviour and Discipline in Schools Guidance’ Feb 2014.

Agreed by Governors (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_