



Leedstown
CP School



Kernow Learning
Building Excellent Schools Together

Behaviour Policy

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Statutory or Best Practice policy:	Statutory
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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01736 850242 or email leedstown@kernowlearning.co.uk

Introduction and Principles

Leedstown's strategic vision of "Caring. Sharing. Giving" is the driving force of this policy. We seek to fulfil this vision in numerous ways, we do this by:

- Promoting self-esteem, self-discipline and the building of positive relationships based on mutual respect;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures
- Commitment to staff training
- Ensuring fairness of treatment for all;
- Encouraging respect for self, respect for others and respect for the environment;
- Promoting good behaviour through the Academy's commitment to positive praise and reward

Roles and Responsibilities

Leedstown CP School has established, in consultation with our Trust, staff and pupils, this policy for the promotion of good behaviour, which will be reviewed annually. The school will ensure the policy is communicated to pupils and parents/carers; that it is non-discriminatory; and that expectations are clear.

The Headteacher will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes supporting staff faced with challenging behaviour.

All staff (both teaching and support) will be responsible for ensuring the policy and procedures are followed and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. Staff are responsible for creating positive relationships in classrooms, as well as the other areas of the school. All staff are encouraged to seek support from the Headteacher if there is any difficulty in applying the policy. The Headteacher will treat any failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will be responsible for the behaviour of their child(ren) inside and outside the school and are asked to support the policy in partnership with the school. Feedback regarding the effectiveness of the policy is encouraged and any complaints should be addressed in-line with the Complaints Policy.

Approaches to Developing Positive

Behaviours

- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents/carers;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;



- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices are made that are against the Trust's agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Pupils with individual needs to be recognised within the behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- The way that the school reinforces positive behaviour choices to be based on positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Using Fixed Term Internal or External Exclusions may be used as part of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- The school will reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- The school's expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusive approach, wherever possible, all children and families are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Behaviour Practices and Procedures

"Classroom management is not about having the right rules, it's about having the right relationships"
- Danny Steele

Leedstown CP School values learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for the most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes and always trying our best in all areas of the curriculum.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.



As adults, we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

At Leedstown CP School we have the two whole school Golden Rules:

We are respectful, kind and hard working.
We are honest, listen well and try our best.

Everyone has a right to learn and feel safe.

These will be displayed in every classroom and displayed in communal areas so all members of staff are able to refer to them.

Teaching and support staff are responsible for setting the tone and context for positive behaviour across the school.

- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Rewards

Leedstown CP School's emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that within each school every child is recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements



and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback e.g. *thumbs up gesture, smile, pat on shoulder*
- Awarding of Dojo House Points
- Post of Class Dojo of excellent work which has been completed.
- Certificates (with explicit reasons shared)
- Headteacher award
- Website
- Use of social media e.g. Facebook
- Share good choices with other adults for positive reinforcement
- Weekly Class reward based on excellent learning behaviours

Within our positive approaches we recognise that there may be times when a pupil, whilst considering what is appropriate for individual children, might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

If any child breaks the behaviour policy of Leedstown CP School, initially they are given reflection time with an adult as appropriate.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key. By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Time in other classes
- Availability of an emotionally available adult
- Giving the children opportunities to reflect

The aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our academies feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between members of staff. At every stage we will also maintain close communication with parents and carers. Sanctions may include:

- Verbal Reprimand
- Loss of Class Dojo points
- Loss of privileges – remainder of breaktimes (if at break or lunch), Extra Lunchtimes (Fridays)



- Time out of class to reflect upon behaviour under supervision- This could involve child spending time in another classroom.
- Being placed on an Action Plan

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

That being said, there are some situations that will provoke a more severe response from school:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- 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/Peer on Peer
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Bringing illegal items/substances to school

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority.

Following an external exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

Support and Intervention

Behaviours are tracked at Leedstown CP School through Class Dojo. Teachers must ensure that those children that receive a sanction must be given a 'Needs Work' Dojo. This allows school leaders to monitor behaviour across the school and identify patterns or areas for support. This also allows parents to be informed about behaviours that their child/ren are showing in school.

Physical Restraint

Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property



However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why
- Be recorded and reported to parents

If restraint is required no adult should:

- Act in temper
- Involve themselves in a prolonged verbal exchange with the child
- Attempt to reason with the child
- Ask other children to be involved in the restraint
- Hold or touch sexual areas of the body
- Twist or hold limbs against a joint
- Bend fingers or pull hair
- Hold a child in such a way which restricts blood flow or breathing.

Safe Touch

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable consistently held boundaries.



Conclusion

“Educating the mind without educating the heart is no education at all” - Aristotle

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. Leedstown CP School will work, wherever possible, in agreement and consult fully on actions and next steps.

Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils and their parents/carers
- observations and feedback from staff – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

These perspectives inform our action plans for each aspect of our school provision – with an emphasis on meaningful reflection, improvement and enabling everyone to flourish and shine.



Appendix 2- Golden Rules Poster



The poster features a blue border and contains the following elements:

- Top Left:** A house-shaped logo with the text "Caring, Sharing, Giving" around the roof and "1978" in a circle inside. Below it is the text "Leedstown CP School".
- Bottom Left:** A circular logo for "ClassDojo School" featuring a green cartoon character with a black headband and two green stars.
- Center:** The title "Golden Rules" in large blue font, followed by the text "We are respectful, kind and hard-working." and "We are honest, listen well and try our best." in blue font.
- Illustrations:** Two green cartoon characters with black headbands are shown in the first rule section. In the second rule section, a green character holds a large red heart, and another green character is surrounded by books and a pencil.
- Bottom Center:** The text "Everyone has a right to learn and feel safe." in blue font.



Appendix 2 – Leedstown CP School

Behaviour And Discipline Procedure

Our Philosophy

At Leedstown CP School we believe:

- successful learning can only take place in a safe and happy learning environment;
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy;
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people;
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach of criticism and punishment.

Our Expectations

All classes agree and display the school rules which are common to everyone. Different classes agree and display additional rules and routines.

School Rules

There are two Golden Rules that are the same throughout the school and underpin all of our expectations:

Everyone at Leedstown CP School is:

We are respectful, kind and hard working.
We are honest, listen well and try our best.

We use a tiered traffic light system to determine both acceptable and unacceptable behaviours to enable the children to understand consequences and responsibility. All incidents of unacceptable behaviours are Class Dojo, and any serious unacceptable behaviour is logged on MyConcern.

LEVEL	BEHAVIOURS	REWARDS FOR ACCEPTABLE BEHAVIOUR
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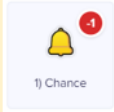
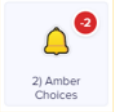


GREEN CHOICES	<p><u>Our Golden Rules:</u></p> <p>We are respectful, kind and hard-working. We are honest, listen well and try our best.</p> <p><u>Good Learning Behaviours:</u></p> <ul style="list-style-type: none"> • Listening well • Stopping activities when asked • Trying your best • Working independently • Taking pride in your work • Being respectful of others 	<p>Specific praise</p> <p>Class-based rewards e.g. charts, stickers, raffles, prizes etc.</p> <p>'Behaviour for Learning' stickers</p> <p>Celebration Assembly Certificates</p> <p>Headteacher stickers for 20 Dojos</p> <p>Postcard home for 30 Dojos</p> <p>Work Shared in assembly</p>
LEVEL	BEHAVIOURS	CONSEQUENCES
CHOICES AMBER	<p>Calling out Distracting others Not respecting property e.g. doodling on exercise books Using offensive language Being unkind Leaving seat without permission Not following instructions Running in the corridors Pushing-in in the line Talking in assembly Rudeness to adults Children being inside when they shouldn't be</p>	<ol style="list-style-type: none"> 1. Clear verbal warning 2. If this behaviour persists, child misses 5 minutes of breaktime 3. If it continues this increases to 10 minutes of breaktime missed. 4. A restorative action takes place – a reflection on behaviour and apology.
RED CHOICES	<p>Physical violence towards an adult Threatening or offensive behaviour Serious violence towards a child Using offensive language persistently or swearing Persistently being unkind Deliberate insolence (ignoring direct instructions from an adult) Deliberate vandalism Walking away from an adult Stealing Spitting Persistent refusal Fighting Leaving the classroom without permission Throwing equipment or furniture</p>	<ul style="list-style-type: none"> • If at break or lunchtime, lose the rest of this break and be taken to Headteacher • If during other times of the day the child will miss all of their playtime or 30 minutes of lunchtime. Where possible this will take place the same day as the red choice took place. • Parents informed by Headteacher • SLT to decide on further actions e.g. individual support plan, pupil behaviour report



Appendix 3: Child Friendly Behaviour Poster

Behaviour at Leedstown CP School

Behaviour	What it looks like			Consequence
Green Choices 	Respect Kindness Hard-working	Honest Trying Our Best Good Listening	Independent Pride Respectful	Dojo Points Certificates Headteacher Stickers Verbal Praise Work shared on Class Dojo  
Amber Choices	Calling Out Distracting Others Being Unkind	Pushing in the line Talking in assembly Rudeness to Adults	Not respecting property Upsetting Language Running in corridors	Verbal warning Continued behaviours =  <p>1) Chance</p> Continued behaviours =  <p>2) Amber Choices</p> Misses 5 minutes break time Loses 1 Dojo Point Adult speaks to parent/carer
Red Choices	Swearing Physical Violence Offensive Behaviour	Vandalism Stealing Spitting	Fighting Throwing Equipment Ignoring Instructions	Lose break time or 30 minutes at lunchtime. Mr Newlands contacts Parents/carers.  <p>3) Red Choices</p>

