



St Newlyn East
Learning Academy



Behaviour Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

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Philosophy

At St. Newlyn East Learning Academy, we believe that:

- Positive behaviour at SNELA is at the core to our offer of a good education and that it needs to be taught through structured learning sessions
- That our positive behaviour strategies utilised are integral to a good level of mental health both for children, adults and the wider community
- We must manage behaviour well so we can provide a calm, safe and supportive environment for our children
- We must create an inclusive environment where all children, no matter their background, want to attend school
- Excellent teaching leads to excellent behaviour and an inclusive climate
- We must explicitly teach the children how to behave well and appropriately within the classroom, playground and wider school environment
- Routine and the setting of examples are integral to our consistent approach
- Having a coherent and consistent behaviour policy/curriculum leads to all children having the chance to succeed personally and academically in their bright futures
- Poor behaviour leads to pupils suffering from issues including: lost learning time
- child-on-child abuse
- anxiety, bullying, violence, and distress.
- It can also cause some children to stay away from school, missing vital learning time.
- Misbehaviour can negatively affect the wellbeing of staff and lead to absence.

It is for all of these reasons that we have developed our intention for our successful positive behaviour policy:

*‘Our intention is to provide a **calm, safe and supportive** environment where children want to attend and where they can **learn happily and thrive**. We will do this by **teaching the children how to behave well and appropriately within the school** – this is arguably the most crucial building block for all success in life.’*

(The information within this key policy has been adapted/created in light of key research documents based around high-quality behaviour, e.g. ‘Behaviour in

Schools' dfe document [click here](#) and the EEF document on improving behaviour in schools [click here](#). Any wording in blue and italics are quotes taken straight from these two documents)

Our School Values

Our School Values are at the heart of our behaviour policy/curriculum. The [link here](#) will illustrate our precious 'School Values Tree' – Over the course of two years, we have been focusing on changing the language of the Golden Rules to 'Roots'. Our reason for this was to show the children that without these strong 'Roots/rules' for life they will not grow.

The Early Years children at SNELA are arguably the most important in terms of good behaviour. They do the 'heavy lifting'. For the first few weeks of term, the skilled team will be solely focused on the children being taught the Golden Roots and why they are so important. They will, for example, model and illustrate with good examples what 'We are honest,' means. The children need to be taught that everybody does the wrong thing from time-to-time, but when we admit to our mistake and tell the truth, we will grow and learn.

We are indebted to our skilled team in the Early Years who get this process right. Our children at SNELA know the Golden Roots and follow them daily. We reinforce these key messages by linking our 'Citizen' assembly to the school Golden Roots and 6Ps.

The Golden Roots	6 Ps
We are gentle	Pace
We are kind and helpful	Purpose
We listen	Participation
We are honest	Passion
We work hard	Praise
We look after property	Perseverance

Aims

To establish a safe, calm and supportive school atmosphere

For our positive behavioural curriculum to help contribute toward a positive mental health for all stakeholders

To develop strong, safe and secure relationships with the children in the whole school and not just in a staff member's class. *'Every pupil should have a supportive relationship with a member of school staff.'*

To celebrate the contribution of children and adults to the whole school family. To promote responsibility, with the children owning their actions and behaviours To encourage respect of self and others in relation to the Golden Roots

To develop a community where children understand their own behaviour and the impact it can have on others and also their future prospects in life

To explicitly teach our children our expectations of positive behaviour, providing them with the 'Why' and the reason we expect this. *'Teach learning behaviours alongside managing misbehaviour.'*

Intent

'Our intention is to provide a calm, safe and supportive environment where children want to attend and where they can learn happily and thrive. We will do this by teaching the children how to behave well and appropriately within the school – this is arguably the most crucial building block for all success in life.'
(adapted from 'Behaviour in Schools guidance' – Dfe – 2022)

Implementation

Early Years Foundation Stage and New Children Joining

As mentioned, in the Early Years, a huge proportion of our early learning at SNELA is based around emotional and social development; a large part of this is teaching the children about our expectations and the reasons why.

It is vital that our amazing children 'learn how to learn to behave' and form positive relationships with each other. We strive to allow children's behaviour and social development to grow by celebrating and modelling good communication, positive behaviour and conflict resolution.

We focus on praising the behaviour that we want to promote rather than focusing on the negative behaviour.

Early Years is all about learning to 'be' at school - vital for success in all areas of learning and life. Our approach to behaviour focuses on the positive; with the skilled team being *proactive in behaviour management rather than reactive.*

Although, we follow the 'whole school' behaviour policy; sometimes something additional and adapted is needed to encourage the whole class or individuals to re-engage with their learning and flourish.

The team get to know the children extremely well; this starts with a smooth transition into school. This allows the team to understand that some children will need specific activities in order to re-integrate into the learning. You may, for example, see the children having 'quiet-time' away from the main group; this may involve a book or some other equipment/toy. After the children have regulated themselves, the adult/s will then speak to the children and, sometimes through social stories, explain why that specific behaviour/action was not desirable.

If and when needed, further support with behaviour and communication is always sort from our experienced SENDCo and the wider Kernow Learning specialist provision. After observations, monitoring and implementation of different approaches, a behaviour plan may be devised which addresses any individual or different need a pupil may have. At SNELA, we *'Understanding a pupil's context will inform effective responses to misbehaviour.'*

The smooth transition for children who come into our school at different times of the year, is always crucial. After meeting with the Headteacher and the SLT, our new families are invited to a personal tour. During this tour our school values and behaviour policy is explained. We offer these children transition days into school where they can get to know their new class before officially starting.

We understand that all children are individuals; that all children have different levels of need and that many students have trauma from their

background.

The thorough transition for our new starters allows for our team to get to know the children at speed. This then allows for individual behaviour strategies to be formed to help support the individual. This, again, links directly into creating a good level of mental health for all individuals.

Equal Opportunities

Our whole school approach applies the same principles and high expectations of appropriate behaviour to all children. In particular, the language that we use should not reinforce gender stereotypes, and we recognise that it is the behaviour that should be focused on, and that children must not be labelled.

At SNELA, we appreciate the need to be aware of, and consider, issues concerning disability, race and faith, sex/gender, sexual orientation, age, income, and geographical factors as well as harassment and discrimination and how they may affect the curriculum and school ethos.

This is linked with our equality policies which are reviewed regularly.

We want all children, no matter what their background, learning need, race and/or ethnicity, to love coming to a warm, safe and secure learning environment.

Strategies and approaches

The Golden Rules and The 6 Ps are displayed in each class and referred to when talking to the children about behaviour

Children are aware of the sanctions in place.

This policy will be followed by all staff and for all children unless a behaviour plan is in place.

We constantly reflect on our own practice as teachers and leaders within school, discussing how to deal with different behaviours and adapting teaching to suit – *‘Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.’*

We aim to keep our commands simple and consistent. For example we raise our hand in the air and hold it there to indicate when we want the class to be silent.

We do not talk over this signal.

We also use other methods that gain the children's attention including a '3-2-1 countdown'. Methods are chosen depending on the context of the lesson/learning. *'Some strategies that don't require complex pedagogical changes have been shown to be promising.'*

In the playground, the whistle is used to stop the children; the second whistle is then used to inform the children to walk to their lines. We then teach the children how to stand and walk in from break/lunchtimes

Use of consistent pedagogical approaches through school to improve explicit instruction, e.g. T.O.R.N – Time, Outcome, Resource and Noise level

Incentives/Rewards

'Reward systems can be effective when part of a broader classroom management strategy.'

All staff knowing our children is integral to the success of our school, the children then know that they are heard, valued and cared-for

Dojos are used to praise different positive behaviours, e.g. 'Good listening,' and 'Hard work' etc

Genuine and specific praise and recognition linked to the Golden Roots and 6P's

Citizen of the Week certificates

End of half-term/term class treat – this is dependent on the children reaching their dojo target

Short-term reward for whole class depending on differing situations, e.g. earning additional break/lunchtime

Strategies for Good Behaviour

We know our children well; we value them and get to know them. This leads to positive communication forming between children and adults in school.

For example, our staff know our disadvantaged (now known as our ‘North Star’) children and know their backgrounds, their hobbies etc. This leads to a connection being made; these connections are crucial for positive relationships forming. Ultimately, our aim is for the children to have intrinsic motivation to learn and behave well in school. External more tangible rewards compliment this.

We are *‘firm, fair and consistent.’* This term tries to encapsulate our belief that our children like to know clear boundaries and when those boundaries have been breached. The adults, once the firm message has been delivered, will then always *‘Catch the child/ren being good,’* thus repairing the relationship and arguably, strengthening it

We ensure that the children know the meaning of our Golden Roots. We do this by explicitly ‘teaching’ the desired outcome and giving the children the reason why we have the rule

We praise the behaviour not the child.

We are calm, patient, consistent and positive.

We know our children well and know that not all children will respond to the behaviour policy in the same way; sometimes, some children will need different approaches in order for them to re-engage. Some children, for example, may have additional ‘outside time’, when they may earned a reward for achieving something in class - *‘For pupils with more challenging behaviour, the approach should be adapted to individual needs.’*

Sanctions

We treat all children as individuals; our staff know the children and teachers (often in discussions with SLT) will, occasionally, have different sanctions specifically designed for children with differing needs. This ties in well with our renewed commitment to a good level of mental health for our children. If children know exactly what is happening and why (e.g. sanction), then they will eventually feel safe and secure to return to learning.

Generally, there are a clear series of sanctions that escalate in steps to give a child opportunity to modify their behaviour at each stage and based on talking to children about making good choices related to the Golden Rules and 6Ps.

The sanctions are proportionate and age appropriate; they are however flexible in nature, depending on the context and children involved.

At SNELA we remember that all behaviours are a form of communication.

And so, we always aim to unpick why the perpetrator (or alleged perpetrator) acted out the behaviour in the first place.

We try 'proximity to the behaviour' as a first tool to inform the child to stop their behaviour (first non-verbal cue)

Warning 1: outline negative behaviour choice in a quiet, supportive manner
Warning 2: if behaviour continued, second warning issued with steps provided to support positive outcome

Lost time - the TA or teacher who carried out the warnings must then carry out the sanction. This will be losing 5 minutes for what they did (or an appropriate amount of time depending on the situation). They will sit quietly and (depending on the situation) complete missed learning. *It is crucial that the adult who gave the warnings etc, carries out the sanction.*

A fresh start after break/lunch or after the sanction must then be applied.

If the behaviour is significant enough and the child has been asked to leave the classroom, then they are taken to a partner class. As this rarely happens, in these situations, the SLT will always be made aware in order to support. Positive behaviour plan may be needed for an individual at this stage.

Discuss consequence and escalation before HT involved.

In the case of extremely challenging behaviour, such as violent behaviour, no warning is given and SLT informed immediately. Parents are notified as soon as possible. A meeting may then be arranged.

Lunchtimes

If on duty, be constantly aware and continuously scan the playground (or your area).

Ensure you are in different areas of the playground/school field to support different groups.

Equipment, quiet areas and use of games will be regularly reviewed (e.g. risk assessments reviewed for den-building/stick-safety etc). As and when appropriate, support staff may involve themselves with a specific activity at break times/lunchtimes to support with child/ren positive integration.

Review/monitoring

‘School leaders should ensure the school behaviour policy is clear and consistently applied.’

Behaviour in and out of the classroom is constantly discussed and reviewed by the SLT and wider staff team. Whole school messages for improved positive behaviour in school are brought into the school weeks depending on need. These messages/assemblies focus on teaching the children what good behaviour looks like and why we have those behaviours.

These key messages are then incorporated into staff meeting times to ensure there is a consistent approach to behaviour management in school.

‘Teachers (all staff) should be trained in specific strategies if supporting pupils with high behaviour needs.’

Reviewed by staff – June 2023



Reviewed by LGB – July 2023
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