



**Truro and Penwith
Academy Trust**



Behaviour Policy

This is a Trust wide adopted policy
It has been adapted (Sept 25) to include school-based approaches and systems

Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

Sennen Community Primary School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: September 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

At Sennen Primary School we expect every member of our community (children, staff, governors, parents and visitors) to behave in an appropriate and courteous manner towards each other, to be polite, thoughtful and considerate. Our school is a learning community and nobody should prevent anyone else from being able to learn, work, play and enjoy being at school.

Our approach to behaviour is nurturing, restorative and supportive but with clear expectations of what is and what is not acceptable behaviour. Children need support in recognising emotions, behaviours and actions in order to learn from any mistakes made. We celebrate and recognise good behaviour through the use of praise, recognition and rewards.

By enrolling your child at our school, both child and parent are agreeing to follow, support and uphold our values and expectations as set out in this policy and other Trust Policies.

Sennen Values

Ready – Respectful – Responsible

[We have 3 values that underpin our ethos, rules and expectations. Detailed information regarding our values, approach to behaviour including rewards and sanctions can be found in Appendix 2.](#)

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.

- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.

- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non-violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Our Behaviour Policy is shared with parents annually and is available on our website.

6. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence. .

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

8. Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 2.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension

- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Monitoring Committee (LMC)

The Local Monitoring Committee is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards of all members of the school community

- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way

- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but only when absolutely necessary, for example if needs because a pupil is walking home on their own. Phones must be switched off during school hours and pupils **MUST** hand in their phone to the office or class teacher at the start of the day. Phones will be returned at the end of the school day. The school does not encourage phones within school, or for this age group.

Pupils are not permitted to wear 'smart watches'.

Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our school has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence or cause personal injury or damage to property, and any other item which has been banned by the school rules (see Appendix 1 for Banned Substances). Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so. Care must be taken with regards to any decision to delete an image or file, including whether the information needs to be referred to the police. If a pupil fails to co-operate with a search, the school will apply a suitable behaviour sanction, taking into account the seriousness of the incident and the potential risk to both good order and discipline, and the safety of the child and other members of the school community. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All

confiscated items will be disposed of by the school as appropriate. For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The most recent DfE Guidance on searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. LMC members will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Mobile_phones_in_schools_February_2024.pdf)

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Sennen Approach to supporting behaviour

Appendix 1

Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 2

Sennen approach to supporting behaviour

Ethos

At Sennen Primary School we expect every member of our community (children, staff, governors, parents and visitors) to behave in an appropriate and courteous manner towards each other, to be polite, thoughtful and considerate. Our school is a learning community and nobody should prevent anyone else from being able to learn, work, play and enjoy being at school.

Our approach to behaviour is nurturing, restorative and supportive but with clear expectations of what is and what is not acceptable behaviour. Children need support in recognising emotions, behaviours and actions in order to learn from any mistakes made. We celebrate and recognise good behaviour through the use of praise, recognition and rewards.

By enrolling your child at our school, both child and parent are agreeing to follow, support and uphold our values and expectations as set out in this policy and other Trust policies.

Our values

We have 3 values that underpin our ethos, rules and expectations.

Ready	Respectful	Responsible
- To try - To work hard and give 100% - To learn - To take risks - To be focussed - To make mistakes and learn from them - To be on task - To do as asked - first time, every time - To help - To be helped - To listen - To be accountable	- Of other children and adults - Of the thoughts and feelings of others - Of difference - Of individuality - Of decisions - Of my own property and of school property - Of differing viewpoints - Of different backgrounds and needs	- For my actions - For my attitude - For giving 100% effort - For working together - For not giving up - For challenging myself - For being organised - For being honest - For being caring and kind - For always trying my very best - For good manners - For having a smart uniform

Our Learning Behaviours

Children are expected to follow our school values of Ready, Respectful and Responsible and our age appropriate Learning Behaviours or non-negotiables. Parents are expected to support and promote our values and learning behaviours. Children prefer clear boundaries and rules which are consistently and fairly applied.

We call our learning behaviours or non-negotiables **Green Learning Behaviours**

Green Learning Behaviours in Nursery and Reception

- We listen to adults
- We follow instructions
- We are ready for learning
- We always use kind hands and kind words
- We care for our toys
- We keep ourselves safe

Green Learning Behaviours in Year 1 and 2

- We stop and listen to everyone
- We do things first time, every time
- We are ready for learning at all times
- We always use kind hands and kind words
- We care for our classroom
- We always take pride in our work
- We keep ourselves and others safe

Green Learning Behaviours in Year 3, 4, 5 and 6

- We stop and listen when any adult asks
- We always respond first time, every time
- We must listen to adults and other children respectfully
- We are ready for learning at all times
- We respect the right of others to learn
- We communicate with kindness to adults and peers
- We respect and care for our environment
- We always take pride in our work
- We keep ourselves and others safe at all times

Supporting through nurture and a restorative approach

Our approach is always nurturing and supportive whilst also ensuring behaviour expectations are clear.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children and staff follow. These principles are based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded.

We know the importance of a consistent approach. All staff use the same approach and language. Children are praised publicly and quietly reprimanded, in private wherever possible.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. **We trust staff to know best approaches for individuals and staff seek the support of the Headteacher when needed.**

Adults will apply the following principles in all interactions with pupils:

- Identify the behaviour we expect
- Teach behaviour explicitly
- Model the behaviour we are expecting
- Practice behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour

Supporting by using a restorative approach

It is important for children to take responsibility for their behaviour and we encourage children to do this through restorative justice approaches which enable them to reflect on their behaviour and to make amends. This process does not, however, replace consequences. It is vital that children understand there are consequences for poor and unacceptable behaviour which undermines the positive atmosphere of our school community.

Restorative conversations aim to get the child to consider the impact of their actions, and how this may have affected others. We use **zones of regulation** to support these discussions, where needed.

Supporting in class

Staff will offer help in a supportive way by;

- **Noticing** - Be aware of the child and needs. Have they got what they need?
- **Puzzling** - Why is the child not following behaviour expectations?
- **Checking in** - Does the child know what is expected? Can they access learning?
- **Well-being** - Are they okay? Are they regulated? Has something happened?
- **Intervening** - What support do they need? Do they need some time to reflect or reset?
- **Offering** - Adult support, alternative space to work, alternative task or equipment
- **Reminding** - Is the child aware they are not following our non-negotiables? Do they need reminding?
- **Ignoring** - Tactical ignoring of some behaviour, normally related to SEND

Recognising positive behaviour – Dojos, House Points and going Above and Beyond

At Sennen Primary School we believe in promoting and celebrating positive behaviour.

We have a whole school approach. The most important element is to notice and acknowledge when seen. We also use **Class Dojo/House points** and **Above and Beyond**. Class teachers, where they feel it supports behaviour, may introduce class specific rewards or incentives.

Dojo points

Children earn Dojo points for demonstrating our values of Ready, Respectful and Responsible and for showing our green learning behaviours.

- All classes use Class Dojo
- One Dojo point can be awarded at any time – it is automatically added to the child's house team
- Teachers can add 1 or 2 other class related targets to support with class behaviour and attitudes
- Any staff member can give a Dojo point
- Dojos run for each long term and are then reset

Children are recognised for key milestones each term as follows:

- ✓ 25 Dojo Points
- ✓ 50 Dojo Points
- ✓ 75 Dojo Points
- ✓ 100 Dojo Points
- ✓ 150 Dojo Points

House points

At Sennen we have 3 house teams: Maen, Gwynver and Vellandreath. The aim of house teams is to instil a sense of belonging and community across the school – to unite and connect all children. Each Dojo point earned counts as an individual award but also a house point. We celebrate individual and house achievements in assembly.

Above and Beyond postcards

- Above and Beyond postcards are awarded when a child is noticed going 'above and beyond' our green learning behaviours, or is either consistently doing something to a high standard
- Above and Beyond postcards are celebrated in assembly
- Any staff member can give a postcard for any reason
- Postcards are sent home

Actions and consequences for unacceptable behaviour

If a child is not following our **Green Learning Behaviours** even with support and reminders, then they will move to our **levelled actions and consequences**. A restorative conversation will take place and where appropriate consequence given.

	Ready Respectful Responsible Green Learning Behaviours Highest expectations of all children	What we want to see • We stop and listen when all adults ask • We always respond first time every time • We must listen to adults and other children respectfully • We are ready for learning at all times • We respect the right of others to learn • We communicate with kindness to adults and peers • We respect and care for our environment • We always take pride in our work • We keep ourselves and others safe at all times
	Support (Class teacher) Support and help offered using our 'How can we help?' strategies Options given 3 verbal reminders	How we will help • Noticing - Be aware of child and needs. Have they got what they need? • Puzzling - Why is the child not following behaviour expectations? • Checking in - Does the child understand? Can they access learning? • Well-being - Are they okay? Are they regulated? • Intervening - What support do they need? Do they need some time out? • Offering - Help, alternative space to work or task or equipment • Reminding - Is the child aware they are not following expectations? • Ignoring - Tactical ignoring normally related to SEND
	Level 1 (Class teacher) If behaviour is continuing after 3 verbal reminders Child moved to quiet space or table within class with choice to regulate/reflect or work Behaviour must stop - if not move to Level 2 At end of lesson restorative conversation with class teacher before going to break, lunch or home. Teacher discretion whether parents are informed single occasion, but if repeated then parents will be informed	Unacceptable behaviour examples level 1 • Disrupting other children • Calling out • Getting up and wandering around class • Not starting or completing work • Talking when asked not to • Thoughtless name calling minor/non-malicious • Silly noises deliberate • Spoiling other people's games at playtime • Careless damage to school property • Not following acceptable use policy for I pads
	Level 2 (Class teacher) Continuing behaviour despite level 1 actions <u>or</u> level 2 behaviour Internal exclusion: child will work outside of class for remainder of the lesson (not N or R). Parent informed verbally and logged on school's behaviour system (Arbor) End of lesson restorative conversation with class teacher and consequence at next suitable breaktime: N and R: time out for up to 5 minutes (immediate) Year 1 & 2: up to 10 minutes consequence Year 3, 4, 5 & 6: up to 20 minutes consequence	Unacceptable behaviour examples level 2 Behaviour is disrupting learning • Continuing behaviours after level 1 intervention • Knowingly interrupting staff when talking to whole class • Deliberately annoying other children • Refusal to follow instructions or to complete work • Rudeness towards adults/answering back/ignoring adults • Repeated/significant pushing or shoving (rough play) • Throwing/kicking objects in class deliberately or when angry • Swearing when angry not at others • Game gone wrong resulting in unsafe behaviour (eg pushing/unkindness)

	Level 3 (Senior team) High level behaviours <u>or</u> continuing behaviours after level 2 Internal exclusion: Immediate removal from class and internal exclusion. Length of internal exclusion decided on a case by case basis. Reintroduced at next suitable transition point, if ready. Restorative conversation with senior team before going back into class and consequence at next suitable breaktime with senior team. <i>Reception: up to 5 minute time out (immediate)</i> <i>Year 1 & 2: up to 20 minute consequence</i> <i>Year 3, 4, 5 & 6: up to 30 minutes consequence</i> Behaviours may also warrant a further internal exclusion on the same or following day (all or part) Children will remain out of class or off playground if dysregulated or unsafe. Senior team to inform parent and logged on school's behaviour system (Arbor)	Unacceptable behaviour examples Higher level behaviour and/or persistent: • Continuing or repeated behaviours after level 2 intervention • Unsafe actions putting self and others at harm • Disruption to learning and refusal to stop, lessons can't continue • Deliberate refusal to follow any adult instruction • Deliberate damage to school property – vandalism • Swearing at adult or peer • Leaving class without permission • Deliberate damage to school property • Name calling or antagonising with intention to cause upset
	Level 4 (Senior team) Unsafe, abusive or behaviours/actions that <u>significantly</u> disrupt or hurt Internal exclusion: Immediate removal for remainder of the day. Headteacher will risk assess for the following day. In the event of significant or dangerous behaviour a suspension will be implemented: Length of suspension decided on a case-by-case basis. School will seek support from TPAT. Meeting with parent upon collection and follow up reintegration meeting. Formal letter, Trust and LMC informed. Logged on school's behaviour system (Arbor) In extreme cases school may consider a permanent exclusion.	Unacceptable behaviour examples Serious/high level behaviours and/or persistently shown: • Dangerous behaviour • Unprovoked and intended physical abuse (fighting, hitting, kicking, punching) adults and peers • Persistent and/or deliberate disruption to learning and refusal to stop • Deliberate refusal to follow any adult instruction • Deliberate damage to school property – vandalism • Deliberate and intentional racial, homophobic and other protected characteristics name calling and antagonising

Parent engagement

When a child reaches level 2, 3 or 4 then parents are informed. The purpose of informing is for parents to support by discussing at home. Staff will make fair decisions based on what has been seen, heard, reported and/or investigated. Parents will also be informed if behaviour at playtimes or lunchtime warrant a removal from the playground. We believe in working in partnership with families.

Internal exclusions

The school uses internal exclusions at level 3. This is to ensure learning can continue and the child who is demonstrating unacceptable behaviors is moved so others can continue to work. It is always the intention to restore so children can go back at the next available transition if ready.

Supporting behaviour at playtime and lunchtime

Green learning behaviours extend to playtimes and lunchtimes. All children are expected to follow agreed playground rules including school football rules. Dojos/Housepoints are awarded for positive behaviour and good sportsmanship.

Staff are tasked with being vigilant and proactive in spotting and intervening **before** anything escalates. Playground supervision is monitored periodically by senior staff.

Staff support and remind using our 'How can we help?' strategies before issuing consequences. Staff listen openly to all involved and are fair when supporting and making judgements based on what is known/seen.

Rough play or unkindness of any kind is not allowed. Children are given **one reminder only**. Should rough play then continue an immediate 5 minute consequence is given to those involved. If then continued after time out then children lose the remainder of their playtime (sitting on bench/at table) and class teacher informed or called to support and a parent informed. Logged onto behaviour system.

Children are immediately removed from the playground for more significant or unsafe actions (Level 3 and 4) and senior staff support.

Consequences for playtime behaviours may also result in:

- Ban from play ground for a set period as determined by the senior team
- Ban from playing football for a set period as determined by the senior team
- Support plan for lunchtimes with limited time allowed outside
- Suspension at playtimes and lunchtimes - with parents having to collect and return

Further measures for supporting and managing behaviour

Behaviour Support Plans

Some children require individualised plans that sit alongside or replace the school's main behaviour approach. These are written by the class teacher in conjunction with the senior team. Parents are encouraged to support too. Measures focus on preventative strategies and also clear personalised expectations. Children will be given consequences for not following their plan, and these can and do include actions in line with our levelled approach and other consequences.

Additional actions in response to extreme or continuing unacceptable behaviour

Further sanctions may be implemented to ensure the school is a safe, secure and happy place to be. These may include a ban from the playground at break and/or lunch, loss of privilege such as Sports Champions, loss of the right to attend Forest school or school trips if staff feel that they cannot ensure the safety and wellbeing of children. This list is not exhaustive and the Headteacher will decide further sanctions that are over and above those set out in this policy.