



Pennoweth Primary School

Behaviour Improvement Policy 2019/20

This policy will be reviewed annually by the Behaviour Lead and Headteacher.

Behaviour Lead: Mrs H Gaskin	Signed: H Gaskin	Date: Oct 2019
Headteacher: Mrs C Andrews	Signed: C Andrews	Date: Oct 2019
Chair of Governors: Mrs D Reeve	Signed: D Reeve	Date: Oct 2019

Philosophy

At Pennoweth School we believe:

- successful learning can only take place when a child feels safe and happy;
- 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.

Aims

To establish a school ethos that:

- promotes self-discipline;
- encourages respect of self and others, regardless of differences;
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others;
- to promote good behaviour within the school and wider community;
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.

Star Rules for Life

There are Star Rules for Life that will be same throughout the school:

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

Rewards

This will be done through positive reinforcement and the use of, for example: ●
stickers;

- discussions with parents;
- class points e.g. marbles in a jar;
- Star Child of the Week;
- postcards home;
- child sent to a member of SLT for praise.
- Star Time each week.

This list is by no means exhaustive.

Sanctions

The sanctions are hierarchical and are designed to reinforce the school rules and teach the children how to follow them. All members of teaching staff are able to impose a sanction. These are as follows:

Classroom/Learning Time:

1. The 'Look'.
2. Warning – verbal.
3. Warning – recorded by an adult and sit closer to an adult.
4. 'Breathing space' in another classroom.
5. There will be a five minute loss of Star Time. They can earn this back in the next session. Only teachers can remove Star Time'.
6. Child taken to a member of SLT. A discussion with the Pastoral Team and parents will be informed.
7. Child taken to Headteacher/Deputy Headteacher and parents will be requested to come in.

If a child has lost 15 minutes or more of Star Time for three weeks, then a referral to the Pastoral Team should be made.

Playtimes and Lunchtimes:

1. Warning-verbal.
2. Sent to the bubble ('breathing space').

If a child is sent to the bubble three or more times in a week, the TA or Lunchtime Supervisor will inform the class teacher. The class teacher will decide on the sanction.

Supply teachers who think that a child or children's behaviour has been unacceptable will bring it to the attention of a member of the SLT who will decide on the sanction.

If a child loses 5 minutes of Star Time (at the fifth repercussion), they will be able to make up for it during the next session. However, if they lose **another** 5 minutes in one week, then they will have less Star Time on Friday afternoon and will not attend the end of term treat. A maximum of 25 minutes of Star Time can be lost each week.

Extreme behaviour

The following incidents are considered severe and will fast track through the normal sanctions: ●

Bullying.

- Physical abuse of a child.
- Physical abuse of a member of staff.
- Racial abuse.
- Possession of harmful drugs.

- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.
- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

Use of reasonable force

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Use of seclusion

In this school we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents *significant* risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.

Transferred Inclusion

Croft Schools will, from time to time, host a child from another school. This is referred to as 'Transferred Inclusion'; this can be an effective strategy for reflection and time out of school in a safe educational setting. Pupils will always be accompanied by a known adult from the sending school.

Exclusion

In extreme cases Pennoweth School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion.

Behaviour outside of school

Pupils can be excluded for behaviour outside school, but this should be in line with the school's behaviour policy. Commonly, this will include behaviour on school trips, behaviour when in uniform or on the way to and from school, and behaviour which may bring the school into disrepute.

Challenging Children

Children with significant individual needs will have a behaviour plan that reflects their needs and supports their management and care, but also aligned to the school rules and the needs of others in our community. Strategies to cope with aggressive behaviour will include 'Team Teach Positive Handling Techniques' to be used by qualified members of staff only (this aligns with our 'Use of reasonable force' statement above). As a school, we recognise the effect of poor mental health can have an impact on the happiness, self-esteem and overall life of a young person. There are several members of staff who are trained in the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified.

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Parents

We will encourage parents to support good behaviour through the signing of the Home-School Agreement, parents' meetings and newsletters. Parents will be required to attend a meeting if their child has reached Step 6 on the sanction list or if a behaviour contract is implemented.

E Safety

Any e-safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures.