



## Behaviour Policy

Version number:	V1
Date adopted by Local Governing Body:	29 <sup>th</sup> June 2023
Scheduled review date:	Summer 2024
Statutory or Best Practice policy:	Best Practice
Appendices:	No
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 01326573187 or email [wendron@kernowlearning.co.uk](mailto:wendron@kernowlearning.co.uk)

At Wendron C of E School we aim to follow our Golden Rules:



These rules are clearly displayed in classrooms, public areas and on the school website. All adults are expected to act as positive role models and use a range of methods to promote and encourage positive behaviours, for example, through whole school worship, class circle time, PSHE lessons, small groups and 1:1 discussion.

## Rewards

At Wendron C of E School, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge positive behaviour, then children are more likely to repeat it. We believe that rewards have a motivational role, helping children to see that good behaviour is important and valued. The most common reward is specific praise, both informally and formally. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements, actions and learning behaviours.

Rewards will be in the form of:

- Non-verbal praise e.g. smile, thumbs up
- Verbal praise
- Written praise
- House points

- Certificates including Citizen of the Week, home learning
- Head teacher visit
- Communication with parents e.g. dojo message or telephone call home
- Writing superheroes in Lander Class

Consequences:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community. The use of consequences should be consistent and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. Consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
  - It must be made clear what changes in behaviour are required to avoid future consequences.
  - Misbehaviour will be managed in a fair and consistent way, though regard will be given to the age, maturity and specific circumstances of the individuals involved.
  - Pupils will be treated with respect and dignity.
  - There should be a clear distinction between minor and major offences and the consequences given should reflect this.
  - Staff will follow the Consequence Flow Charts when managing positive and poor behaviour and warnings will be given. Flow charts need to be positioned so all pupils can see them and they need to be referred at the start of learning sessions consistently.
  - In the case where it is believed that bullying is taking place, the school's Bullying Policy will be followed.
  - If a pupil is harming themselves or others, staff who have achieved the Team Teach/ Positive Handling/PRICE Accreditation will intervene. As a very last resort positive handling techniques may be used in accordance with the accredited course and as presented in the school's Positive Handling Policy which can be found on the website. If this takes place the Head teacher will be informed, the event will be recorded formally, and parents will be informed.
- Consequences may include:
- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected – this will be followed by a final verbal warning (therefore two warnings).
  - Child sent to a designated time out area to re-set and reflect

- Time out in another classroom to reflect (COVID-19)
- A loss of time during their break or lunchtime; staff will always ensure that pupils are supervised, have the opportunity to use the bathroom, are able to run around/let of steam and have appropriate food and drink.
- Time out to reflect in the Head teacher's office.
- Visiting the Head teacher to discuss behaviours.
- Dojo message or telephone call home to parents/ carers
- In extreme cases pupils may be given an internal exclusion, fixed term exclusion or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on the website.

Name:		Date:	Class:				
			Lander	Grylls	Trengrouse	Trevithick	
Golden Rules		Tick broken rule(s)	What happened and consequence?				
We are gentle						Apology	
We are kind and helpful						Time out	
We listen						Time off play	
We are honest						Restorative talk	
We work hard						Fix it (tidy mess etc)	
We look after property						Tell parents	
Please hand into Mrs Bennetts on a Friday							

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the, SENDCO, Key stage leaders and Head teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parent/carer participation in many aspects of school life is encouraged.

This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents

Serious or on-going behaviour: Where anti-social, disruptive or aggressive behaviour is frequent consequences alone may be ineffective. At this point parents/carers will be invited to meet with the Head teacher, Key Stage Leader and Class teacher. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Home/school diary
- Behaviour Support Plan
- Nurture Group
- Individual targets
- Individual reward chart or system
- Individual safe area/workstation

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support will not be sought from outside agencies unless permission from parents/carers has been granted in accordance with Safeguarding.

Exclusion of Children from School:

Exclusion of a child from school is a serious and critical step. The Head teacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent. Before taking such a step the Head teacher will have taken advice from the Chief Executive Officer of the Trust and the Safeguarding lead for the Trust. There will be a Re-integration meeting between parties. The parent/carer will be fully informed about the circumstances leading to the taking of such action.

Special Educational Needs and Disabilities:

Our 'Rules for Life', rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is Social, Emotional, Mental Health learning need for a differentiated approach to Behaviour Management this will be personalized on a 1:1 basis and will be put in place in partnership with parents/carers, pupils and the SENDCo. Continued anti-social behaviour must be supported by an Individual Education Programme and checks must be made to see if there is an underlying learning problem.

Equal Opportunities:

No child's behaviour will be discriminated against due to race, age, religion, gender or ability in accordance with the Equality and Diversity Act