



Pensilva Primary School Positive Behaviour Policy

Date of Adoption	11 th September 2023
Review Date	Autumn 2026

Chronology

Date	Action
20/08/23	Policy written by MD (headteacher)
11/09/23	Approved by Full Governing Body
September '25	Reviewed by headteacher

Signed:

INTRODUCTION

This policy is developed to ensure guidance for staff in order to promote safe, kind and respectful behaviour in school. It is a source of information for key stakeholders such as parents, governors and visitors.

The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with the headteacher (Matt Davies) or SENCO/Mental Health lead (Lucy King).

AIMS

The aims of this policy are ...

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing pupils with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

CORE VALUES

At Pensilva Primary School we believe that all members of the school community will 'work together to make a difference'. This ethos, and our behaviour standards, are based on our key values:

- To live
- To love
- To learn

At Pensilva Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and rarely need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely.

From Values to Visible Behaviour

At Pensilva Primary School, our behaviour expectations are simple, consistent and values-driven. In line with relational approaches to behaviour (such as those promoted by Paul Dix), we believe that behaviour is best shaped through strong relationships, clear expectations and adults modelling the behaviours we wish to see. Rather than a long list of rules, we have three shared expectations that apply to all members of our school community. These expectations help children understand how to live our values of To Live, To Love and To Learn in practical, everyday ways.

Our Three Rules

At Pensilva Primary School, our behaviour expectations are framed through three simple and inclusive rules: Be Responsible, Be Respectful and Be Ready. These rules apply in classrooms, around the school and are encouraged beyond the school gates. They support children to regulate their own behaviour and make positive choices, not because of fear of consequences, but because it reflects who we are as a community.

Be Responsible (To Live)

Being responsible means taking ownership of our actions, choices and learning. This links directly to our value to Live, as children learn how their actions affect themselves and others. Being responsible may look like following instructions, moving safely around the school, looking after equipment and taking responsibility when things go wrong. Through restorative approaches, children are supported to reflect on their actions, understand the impact and take steps to repair when harm has been caused.

Be Respectful (To Love)

Being respectful is central to our value to Love. At Pensilva, respect means showing kindness, empathy and care towards others, regardless of differences. This includes listening when others are speaking, using polite and inclusive language, respecting personal space and valuing the feelings and views of others. Adults consistently model respectful behaviour, helping children develop the social and emotional skills needed to build positive relationships.

Be Ready (To Learn)

Being ready supports our value to Learn. This means being prepared and engaged, both emotionally and practically, so learning can take place. Children show readiness by arriving on time, having the correct equipment, listening carefully and being mentally prepared to learn. We recognise that readiness looks different for different children, and adults work relationally to support pupils who may need help to regulate, refocus or re-engage.

POSITIVE RELATIONSHIPS

The most important aspect in children feeling valued, safe and secure is the sense of connection and trust with members of staff. For most children, this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital.

Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe.

Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

In accordance with our key values, all staff will work together to support each other to develop positive relationships with pupils.

CLASSROOM MANAGEMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display our core values in the classroom and refer to these on a regular basis
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Managing low level disruption
 - Using positive reinforcement

LEARNING BEHAVIOURS: PENSILVA POWERS

Alongside our behaviour expectations, we explicitly teach and promote our Pensilva POWERs. These are the learning behaviours that help children become reflective, resilient and independent learners. The POWERs are closely linked to our school values and support children in developing metacognitive skills – helping them to think about how they learn, not just what they learn.

RECOGNITION SYSTEMS TO PROMOTE POSITIVE BEHAVIOUR

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Clear and concise expectations of behaviour linked to our core values (Be Responsible, Be Respectful, Be Ready) will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- A default mindset of using positive language to reinforce positive behaviour and build relationships. As a rule of thumb, at least five positive interactions are held for every supportive comment.
- Verbal and written praise from adults in school linked to positive attitudes, behaviours and effort.
- Children are rewarded with house points for demonstrating our core values, rules or POWERs. The house team with the most points at the end of the week will be announced in assembly. This team will sit on the benches during assemblies the following week.
- A whole school focus on Growth Mindset through initiatives such as 'Think Pink' which reward effort.
- Children who have completed great learning will be asked to share their learning with other teachers, classes and senior members of staff.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, email to parents – to celebrate kind, respectful and safe behaviour.
- Every Friday, a Celebration Assembly will be held. Staff from across the school will nominate a child who has become a Learning Superstar by using one of our Pensilva POWERs.
- In Celebration Assembly, the headteacher will award 'Headteacher Awards' to children who have gone above and beyond to 'make a difference' in the school community.
- The awarding of individual rewards, such as stickers, are used in every class.

SUPPORTIVE SYSTEMS TO UNDERSTAND AND CHANGE UNSUITABLE BEHAVIOUR

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use Restorative Approaches and Natural Consequences

RESTORATIVE APPROACH

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can interact with the common purpose of 'working together to make a difference'.

Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills so that individuals have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to become valued members of our school community.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply this approach to resolving situations in the school. This approach starts with a restorative enquiry if conflict arises over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

LOGICAL CONSEQUENCES

We help support children to make the right choices, first time, through a series of 'logical consequences'.

Examples of logical consequences

<i>Behaviour</i>	<i>Logical Consequence</i>
Failure to complete learning	Pupil asked to complete learning before going out to play
Distracting learning of other pupils	Pupil asked to move to another location to complete learning
Unsafe behaviour on the playground	Pupil moved to a safe area or removed from the playground

Logical consequences should not be used to deal with situations which are outside of a child's control. For example, if a parent/guardian has not supplied a suitable PE/forest school kit. These issues should be addressed directly with the parent/guardian.

Even though logical consequences often help children learn responsibility, there are times when logical consequences are not practical, for example if a child is in danger or there are concerns for a child's health and safety.

PROCESS OF RESTORATIVE APPROACH

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the school environment. At the outset of the conversation, it is vital all parties understand the guidelines for a restorative conversation:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

During the conversation, the following questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people.

Actions to repair the harm will be reasonable and meaningful and related to the incident. This will be explained to all parties and the member of staff will ensure all parties understand how the situation has been resolved.

We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. The exception to this is if learning needs to be completed following disengagement.

Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parents that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

MANAGING BEHAVIOUR

If a child demonstrates behaviour which prevents other pupils or themselves from being happy, being safe and participating in learning, then the behaviour needs to be addressed. Typically, this can be done moving through the strategies outlined below. In most instances, pupils should move systematically throughout the stages. At all times, the main focus should be to refocus the pupil onto their learning.

Teachers must always consider whether there is something causing the behaviour such as: level of challenge, seating arrangements, pace of lesson, personal difficulties or other additional needs. Although this understanding will not excuse poor behaviour, it may help to avoid certain situations re-occurring.

Adults must consider the behaviour language they are using. Adults are expected to:

- Not ask behavioural questions ie “Why are you...?”
- State what they would like you see happening (refocus the behaviour)
- Use a clear and firm voice without shouting
- Be non-confrontational and speak to the pupil discretely to avoid them escalating their behaviour due to embarrassment
- Be respectful of all learners

There may be times when certain behaviours require an elevated point of entry into the behaviour management system.

The system aims to create consistency of behaviour management across the school. However, some behaviours will be more serious and will necessitate a more severe sanction immediately; on these occasions, some, or all, of the following steps would be missed

SYSTEM FOR DEALING WITH BEHAVIOUR

All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour.

The system aims to create consistency of behaviour management across the school. However, some behaviours will be more serious and will necessitate a more severe sanction immediately; on these occasions, some, or all, of the following steps would be missed

There may be times when certain behaviours require an elevated point of entry into the behaviour management system.

1st Stage: First verbal reminder

This stage makes explicit the expectation. For example,

“I am expecting you to.....”

“This behaviour is stopping learning. What do you need to do to behave safely?”

2nd Stage: Second verbal reminder

This stage makes explicit the expectation followed by the natural consequence. For example,

“I am expecting you to complete your work. Your work needs to be finished before you can go outside to play.”

“I am expecting kind hands at all times. When children don’t use kind hands they need to move away/play separately from others so everyone can be kept safe”

3rd Stage: Implement consequence highlighted in the 2nd stage

4th Stage: Offer support to help child

If behaviour was repeated again, staff should offer to help the pupil achieve the desired behaviour. For example,

“I can see you are still finding it hard to focus on your learning. I would like us to work together to help you. How can I help?”

INDIVIDUAL BEHAVIOUR PLANS

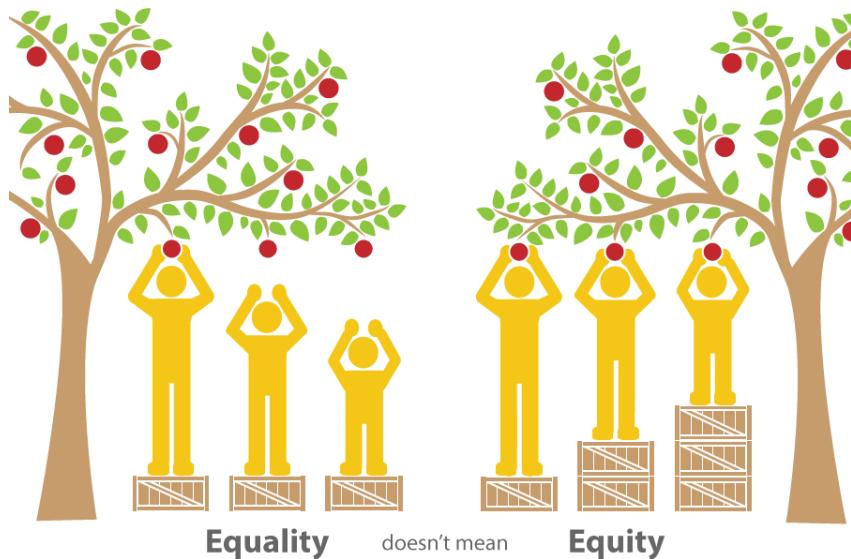
In some cases, children may not respond to the stages outlined above. In cases of persistent unkind behaviour, the class teacher may create an Individual Behaviour Plan for a pupil. Parents and the pupil should be involved in the creation of a individual plan in line with our ethos of ‘working together’. A plan can be completed in conjunction with the headteacher and/or SENCO if required.

The school’s SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

FURTHER SUPPORT IF REQUIRED

At Pensilva Primary School we acknowledge that all behaviour is a form of communication and ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.

We believe that all pupils should be given the tools and support they require to build positive relationships. To achieve this, we work with individuals and their families to provide equity in our approach to behaviour management.



- As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in Nurture provision before being integrated back into their class.
- A child may be identified by a class teacher as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from play sessions, play therapy sessions with our trainee play therapist, TIS sessions led by a qualified member of staff or support from Caradon Area Mental Health team. We also work with a range of external providers where appropriate.
- Children who need extra support will have Individual Behaviour Plan (IBP). These plans will be written and reviewed by the child's class teacher. They will be reviewed at the end of each half term with the child, the child's parents and members of the SLT but can be adapted any time.

MANAGEMENT OF IMMEDIATE CONCERNS

It is rare for children to demonstrate behaviours that are of significant and specific concern. In such cases, the pupil will have an Individual Behaviour Plan (as outlined above). Furthermore, other agencies will be asked to support the school, which could include educational psychologists, CAMHS (Child and Adolescent Mental Health Service) and other agencies. However, there are some circumstances in which pupil behaviour requires immediate additional action:

- Staff have the power to use reasonable force if a child is in danger of hurting themselves or others, of committing an offence or damaging property. In addition to all staff being able to use reasonable force, we have a number of staff who are specially trained in Safer Handling techniques should it become necessary in order to keep other people and property safe. Incidents where reasonable force have been used should immediately be reported to the Headteacher.
- If a child is suspected of bringing inappropriate or dangerous items from home, school staff are authorised to search children's bags and ask them to empty their pockets. Such items may include (but are not limited to) knives or other sharp objects, illegal drugs or alcohol, stolen items, cigarettes, propaganda materials or other inappropriate media. Staff are authorised to confiscate any such items; it will be down to the Headteacher's discretion whether or not these items are returned – certain items would be immediately handed to the police
- On occasion, disruptive, defiant and non-compliant pupils may be removed from the learning area and placed in an area away from other pupils in a separate room or corridor area. In such instances, there will always be at least one adult present who will determine what the child will do during the period of isolation. This may include de-escalation activities or the completion of previously uncompleted learning tasks. How long the pupil remains in isolation is a matter for the staff member in charge to decide and will depend on the time taken for the pupil to de-escalate, comply or otherwise indicate that they are ready to return to classroom-based learning.

LINKS TO OTHER POLICIES

- Safeguarding & Child Protection
- Child on child abuse
- Exclusions and Suspensions