



Tywardreath
School

Behaviour and Welfare Policy

September 2024

Review September 2026

At Tywardreath School we pride ourselves in putting the well-being of our pupils and staff at the forefront of all that we do.

Our policy is based on the belief that:

- Every child needs to feel valued, involved and appreciated;
- We wish to develop healthy, happy, confident children who are ready and open to learning
- Good behaviour is not automatically learned but needs to be taught and supported by all adults – including parents/carers.
- If children have experienced emotional trauma, either for a short period or in the longer term, we need to understand the needs being signalled by that behaviour to help them re-engage with others and with learning. As a result, classroom behaviour can change and that we as teachers and support staff can assist children to manage their behaviour more effectively. We use a TIS (Trauma Informed Schools) approach to support this.

As a school, Governors and staff seek and expect the following:

- All of the children in school to be happy, confident and secure.
- The adults in the school are calm, caring and considerate, providing excellent role models for the children to follow.
- All of our children to be kind, caring and considerate to each other.
- Everyone to care about the school, to look after the buildings and equipment inside.
- Everyone to respect the property of others, while developing the ability to involve and share.
- Parents to appreciate our aims and support us in our work.

Our day to day approach will be patient and positive, knowing that children are individuals and respond better to praise and privilege rather than criticism, fear and humiliation.

However, negative behaviour will not be ignored. It will be tackled and dealt with through a range of low key methods as outlined in the behaviour policy.

Aims:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to use language that supports the emotional development of pupils in line with the TIS approach.
- For staff to have high expectations for behaviour within the classroom with emphasis on good work habits, personal challenge and achievement for all abilities.
- To have high expectations for behaviour beyond the classroom with the emphasis on self-control, good conduct in and around the school, safe play and care for others.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of all pupils.
- To identify early, children on the SEN register who show emotional and behavioural difficulties, in the classroom and beyond, with appropriate provision made.
- To provide an attractive learning environment and quality resources
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.

- To give consistent encouragement and reward for good behaviour, providing incentives to encourage children to make positive decisions to choose good behaviour rather than bad
- To fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation :

Anti Bullying Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Restrictive intervention Policy, Home School Agreement.

Our purpose is:-

- to maintain good levels of behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.
- to support pupils with their emotional needs through a Thrive approach.

Rules:

- Our schools rules are:
 - -Look after yourself
 - -Look after each other
 - -Look after the school
- School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.
- Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.
- If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Our Code of Conduct is: DISPLAY IN ALL CLASSROOMS

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS and KS1.

<p>1.</p> <p>Always</p> <p>Never</p>	<p>Look After Yourself</p> <ul style="list-style-type: none"> • Tell someone if you are unhappy, being picked on or bullied. • Do anything silly or dangerous where you might be hurt. Stay in the school building at break times or leave school without permission. Talk to strangers in school unless they have a school badge.
<p>2.</p> <p>Always</p> <p>Never</p>	<p>Look After Each Other</p> <ul style="list-style-type: none"> • Be friendly to visitors. Speak kindly to other adults and children, • Do anything to hurt others (such as hitting/name calling). Distract others from working. Be cheeky or rude to adults.
<p>3.</p> <p>Always</p> <p>Never</p>	<p>Look After Our School</p> <ul style="list-style-type: none"> • Be proud of your school, take care of your equipment and that of others. • Steal or deliberately damage school equipment. Drop litter or deface the school building

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of support staff, parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour and to recognise and regulate their emotions, staff in school use language consistent with the Thrive approach to allow children to develop their emotional resilience and awareness.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Expectations of All Staff

Effective discipline requires an extensive understanding of child behaviours and a full appreciation by the classroom teacher, teaching assistant, lunch supervisors and supply staff, and that their own behaviour has a great influence upon control. Some of the problems that arise in the classroom can be a direct consequence of the way the member of staff acts or reacts towards the child or children. Consequently, we ask all staff to:

- ☑ Keep in control of themselves . (Don't react to a situation, respond to it!)
- ☑ Recognise and reward good attitudes/performance.
- ☑ Be consistent in disciplinary matters and conform to established routines.
- ☑ Respect children outside the classroom as well as in it.

Do all you can to:

- ☑ keep calm

- ☑ listen
- ☑ be positive and build relationships for the future
- ☑ know pupils as individuals
- ☑ carry out sanctions fully
- ☑ seek help where necessary

Parental Involvement:

Our school policy is to involve parents as soon as possible (when behaviour does not meet the required standard) and to work closely with them until behaviour problems are eliminated. In practice this usually means that week.

Appointments are made to monitor progress both in school and at home. We send home a behaviour contract which has the school rules, rewards and consequences highlighted. We ask parents to discuss them with their children, sign it and return it to school.

A monitoring behaviour letter is sent out to parents when unacceptable behaviour becomes more frequent and all other strategies have been tried and there has been no improvement.

Monitoring and Evaluation:

☑ Behaviour Management will be monitored regularly with a view to changing needs and a whole school commitment to raising standards and continuous improvement.

☑ All staff are asked to complete the behaviour log as a record of unacceptable behaviour and to log this on the CPOMS platform.

☑ Information from the logs is then used in meetings with parents and as evidence for other agency involvement i.e. the CAF process, E.P. request etc.

☑ Half termly information is collected by the Behaviour Lead, Head Teacher and is shared with Governors in termly meetings.

☑ The Senior Leadership Team will primarily be responsible for monitoring the effectiveness of this policy and practice. However, all staff working in school have a responsibility to praise, challenge and record behaviour in all areas of school throughout the day.

☑ The policy will be formally reviewed before the start of each new school year. The Governing Body will be invited to nominate a link-governor to participate and contribute in all these procedures.

Whole School Strategy:

Our approach consists of three important parts:

Expectations

A limited number of expectations (rules) are in operation to enable the smooth running of the school and to encourage the fulfilling of our aims. They are communicated to ensure that all children know exactly what behaviours are expected in school at all times.

Rewards

Rewards in school are variable. They range from simple praise to special awards and certificates. As the child moves up through the school, rewards diversify and try to also encourage initiative and resourcefulness.

1 General

- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of work of the week, swimming certificates and cycling proficiency awards etc.
- A visit to the Head for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals/ Play Leaders, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- A record to be made of children who have received certificates in assembly to ensure that they all have their successes recognised.

2 Whole School Reward System: 'Dojos'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour and the demonstrations of our school values of: respect, resilience, curiosity, community, compassion and ambition based on the collection of 'dojo' points.

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a respect dojo for waiting so patiently'. A 'dojo' can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**

In KS2 a class will be rewarded when they reach 3000 dojos. Certificates are given when a children reaches 100, 200, 300 dojos. In KS1, a child will receive a token when they reach 20 dojos – they then trade this token in for a reward.

Once awarded a dojo can never be deducted

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.






Consequences:

Our firm but fair approach does not ignore negative behaviour. Once again a wide range of consequences are used which frequently encourage the child to reflect upon particular behaviours and take ownership and responsibility. Expectations, rewards and consequences operate within the classroom and throughout the whole school - at break times and lunchtimes.

Rewards and consequences, within the classroom and beyond, are the same across the school.

Tywardreath School Behaviour Steps

5 R s

 <p>1. Relate</p>	<p>Consistent high quality teaching. Dojos, praise, notes home.</p>
 <p>2. Remind</p>	<p>Reminder of our school and classroom expectations.</p>
 <p>3. Final Reminder (FR)</p>	<p>A clear conversation and final reminder will be given to make the child aware of their behaviour and the consequence. The child will also be reminded of their positive qualities.</p>
 <p>4. Reflect (Re)</p>	<p>Child will have 10 minutes in the calm down area either to work quietly or to regulate themselves so they are ready to access learning again.</p> <p>A child will have Reflect Time if a final reminder has not worked for them.</p> <p>Parents to be informed.</p> <p style="color: red;">It is important that a repair happens with the adult where or who the rupture happened.</p>
 <p>5. Repair (RP)</p>	<p>Child will have time to reflect on their behaviour in another class for 20 minutes - this will be in order to repair it. During this time they will fill in a restorative justice form;</p> <p>If a child is dysregulated please wait a minimum of 90 minutes before a restorative justice conversation unless this is towards the end of the day when the repair need to happen before the child leaves. The restorative justice conversation needs to happen with the adult with whom the rupture took place or who dealt with the incident.</p> <p>Parents to be informed and logged on CPoms.</p> <p style="color: red;">It is important that a repair happens with the adult where or who the rupture happened.</p> <ul style="list-style-type: none"> • Reflect time has not worked and behaviour has escalated. • Swearing • Physically hurting another child on purpose. • Destroying school property on purpose.
<p>6. THRIVE Action Plan</p>	<p>A Thrive action plan will be put in place for children who are showing concerns regarding their behaviour and well-being through regular occurrences of reminders, reflection time and repair time.</p>

PIP - Praise in Public

RIP - Remand in Private

- Best practice is always to promote positive behaviour.
- Children's individual needs to be taken into account and a separate behaviour plan/TIS plan may be in place.



Recognition Board in each room earn Reward time - focus for each week will class dependant e.g coming in quietly, settling to work, good partner talk.

Serious Incidents:

The Senior Leadership Team will support all staff dealing with any serious misdemeanour occurring in school. They will ensure that incidents are investigated calmly and thoroughly.

The class teacher will be informed and incidents will be recorded on the class behaviour log and on CPOMS. Parents in turn will be notified by telephone or letter straight away. Senior Leadership Team will follow up matters, engaging with the child in a thorough review of attitudes, values and behaviour.

For a regular offender:

- Discussion with Team Leader, SENCO, Thrive practitioner: consider SEN Support stage of the Code of Practice, Thrive individual assessment.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support, Thrive plans
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.
- Please see exclusion policy for when internal or external exclusions may be needed.

The following list gives examples of what we believe constitutes a serious misdemeanour.

- fighting/physical assault
- persistent name calling/verbal abuse
- vandalism
- theft
- racial abuse
 - bullying – please see anti-bullying policy.
 - swearing
 - throwing dangerously
- persistent disruptive behaviour
- defying staff
- running out of school
- damage to school property

Breaktime and Lunchtime Procedures:

Children are expected to have the same level of behaviour during break times and

lunchtimes as they do within lesson times. Children will be expected to line up at the end of breaktime and lunchtime and walk sensibly back to their classroom. Class teachers will meet their class on the playground 5 minutes before the end of the lunch break.

The teacher/staff member on duty will be able to assess the level of behaviour and will deal with the situation there and then on the playground when appropriate e.g. name calling, children arguing/ falling out etc. However, there may be times when further action is required to be taken when an incident from the list of serious misdemeanours has occurred.

The staff member will then:

1. Talk to those involved.
2. Give reflect time of 5, 10 or 15 minutes with member of staff on duty.
3. If necessary remove the child from the playground to the Head or Deputy's office.
4. Inform the class teacher about the misdemeanour.
5. Inform the Senior Management Team.

Rewarding positive behaviour

The teacher on duty should also have dojo points to hand out. These points will be collected onto class dojo and the class with the most dojos each half term will be rewarded with a non-uniform day.

Movement Around School

- Children to walk calmly and quietly around school
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this)

For Serious Incidents or when Repair Time has not been successful:

1. (Deputy/Head)

- Child escorted to Deputy/Head.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store on CPOMS.
- Parents informed of isolation by letter.

If behaviour improves return to class. If not or if child refuses, move to next step.

For a regular offender:

- Discussion with Team Leader / Head/ SENCO
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / Trust informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Educational Psychologist etc.

2. (Head/SENCO) Pastoral TIS Support Programme (PSP)

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider Team Around the Child meeting.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP. If PSP failed, move to 3

3. (Head) Behaviour Contract

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.

- Reviewed weekly.
- Parents, Trust representative, Behaviour Lead for Trust informed, Director of Education.

If behaviour improves return to PSP

If not move to 4

4. (Head) Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Trust representative, Behaviour Lead, Director of Education informed.
- LA informed of likelihood of external exclusion.

If behaviour improves return to class on a Behaviour Contract or PSP. If not move to 5

Following latest government guidance

5. (Head) Fixed Short Term Suspension (up to 5 days per term)

- Parents, Trust representative, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

*If not move to **step 6***

6. (Head) Fixed Long Term Suspension (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, Trust informed. Trust Behaviour Lead
- LA Officer must be invited to attend if pupil has an ECHP.
- If pupil is a Looked after Child Contact virtual school and social worker
- Upon return to school child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

If not move to 7.

7.(Pupil Discipline Committee) Permanent Exclusion

- *After discussion with Director of Education/PEL, SEL or Trust Behaviour Lead- Headteacher decides to exclude.*
- *Headteacher writes and informs parents and also calls home for a face to face meeting*
- *Where child is looked after- contact virtual school and social worker*
- *Where child has an ECHP contact Local Authority*
- *Contact LA via Services for Schools and enter onto ARBOR*
- *Before staff leave school ensure evidence is collated*
- *If this is a risk of potential permanent exclusion issue a 5 day suspension and warn parents this is whilst evidence is gathered in order to consider whether it should become a permanent exclusion.*

- *Convene a panel of Governors.*
- *Panel decides on reinstatement or permanent exclusion (use TPAT exclusion toolkit)*
- *Information pack collated and circulated at least 5 days before meeting, Ensure agenda is circulated to all parties*
- *After the panel meeting notify all parties as well as LA*

Appendices

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- | | | |
|--------------------------|---|------------------------------|
| • Humiliate | - | it breeds resentment |
| • Shout | - | it diminishes you |
| • Over react | - | the problem will grow |
| • Use blanket punishment | - | the innocent will resent you |

- Over punish never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied

Not to hear swear words

Conclusion

Our approach to Behaviour Management is positive and realistic. We fully appreciate that children come to our school from a wide range of backgrounds equipped with varying attitudes, values and social skills.

Childhood is the time to make mistakes and to learn from mistakes. Therefore we cannot expect children to be consistent in thought and deed all of the time but we can be there, as teachers, to help and guide them along the way.