Our Diamond Rules

- **Show Respect and Good Manners at All Times**
- **Care for Everyone and Everything**
- **Follow Instructions and Thought and Care**

PERRAN-AR-WORTHAL CP SCHOOL

Every Moment Matters

BEHAVIOUR POLICY

This Behaviour Policy has been based on the Statement of Behaviour Principles as formulated by the Governing Body. The school community has worked hard to promote high standards of behaviour and we are proud of our achievements.

Statutory Framework

1. It is important to note that the school has a statutory power to discipline pupils, which should be respected by both pupils and parents, and expects the cooperation of both pupils and parents in maintaining an orderly climate for learning, both for the individual child and for other children in the class.

2. All teachers and staff in charge of pupils have the power to discipline pupils within the agreed sanctions procedure.

3. The school expects pupils to respect the rights of other pupils and adults in the school.

4. The school expects pupils, staff, parents and governors to be mindful of their responsibilities as stated later in this document and in the 'Home School Agreement'.

Aims and Expectations

5. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure. It should promote and reward good behaviour and work, rather than merely deter anti-social behaviour. We believe this approach will help develop an ethos of kindness, co-operation and achievement. We also believe that the behaviour policy should be inclusive and relevant to every child, ensuring that no child is overlooked.

6. The primary aim of the behaviour policy is not to produce a system to enforce rules, but to help children to grow in a safe, secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our Behaviour Policy Outline

7. The school believes that any behaviour policy:

- Should have a system of rewards and sanctions (consequences).
- Should be fair, and applied in the same way to both boys and girls.

This policy was approved by the Full Governing Body on 15th December 2020.

- Should work in a way that can be clearly understood by pupils, staff and parents and be sufficiently simple so as not to distract adults from helping children learn or play safely.
- Should be age appropriate and show progression.
- Should be used to deal with and prevent all forms of bullying assuming that there is actual evidence that bullying has occurred.
- Should be applied so that sanctions for poor behaviour or work are implemented as soon as possible once the child has had an opportunity to explain their actions and the staff have had the opportunity to gather information and make a balanced decision.
- Should expect class teachers to be responsible for maintaining an overview of their class, which will in turn be monitored by the headteacher and reported annually to governors.
- Should be applied so that parents are informed when a pattern of poor behaviour or work emerges and encouraged to work with and support the school.
- Should be communicated in a way which makes it understood by teachers, parents and by the children themselves.

Roles and Responsibilities

The role of teachers

8. It is the responsibility of all members of staff to ensure that the Diamond Rules are followed and promoted and that the children in their care behave in a responsible manner whenever they are under their supervision. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

9. Staff must treat each child fairly and show them respect and understanding.

10. If a child misbehaves repeatedly in class, the staff will follow the set procedures as outlined in this policy.

11. During the year, the class teacher will report to parents about the progress of each child in their class, in line with the whole-school assessment and reporting policy. This will include a verbal statement about behaviour with reference to any information held within the pastoral folder. All children will receive an end-of-year report which will have reference to 'behaviour'. The class teacher may also contact a parent if they have concerns about the behaviour, welfare or academic progress of a child. Teachers will ensure that when pupils move on to the next class teacher, they will discuss the pastoral notes held on each child and these will be handed on to the class teacher. Each class teacher is responsible for ensuring they are aware of the contents of the pastoral folders with regards to the pupils in their care.

The role of teaching assistants

12. When teaching assistants are working under the direction of teachers, they are expected to support the teacher in promoting good behaviour and the Diamond Rules whenever necessary.

13. When they are working in a supervisory capacity at playtimes and lunchtimes, they are expected to continue to promote the positive rewards system of each class and follow the guidance at school stage level 1 under sanctions. They may award team points or class-based rewards to individuals or groups.

The role of the headteacher

14. It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to

governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

15. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

16. The headteacher keeps records of all reported serious incidents of misbehaviour using the pastoral file and the SIMS behaviour management system

17. The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors and the LA have been consulted.

The role of parents

18. The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The school will try to build a supportive dialogue between the home and the school, and will inform parents if there are concerns about their child's welfare, behaviour or academic progress. Equally, parents have a responsibility to inform the school of any changes in circumstances at home that may affect their child's behaviour for learning.

19. The school expects parents to support their child's learning, and to co-operate with them, as set out in the 'Home-School Agreement' issued on entry and the start of each academic year.

20. If reasonable sanctions are required to manage a child's behaviour parents are expected to support the actions taken. If parents have any concern about the way in which an issue has been managed, they should initially contact the class teacher and request an informal discussion. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the complaints procedure can be implemented.

21. Parents should not approach other children either inside or outside school who they believe to be responsible for some incident or actions involving their child. If a parent is not happy with the actions of another child whilst in the care of the school staff, they should approach the school and allow the school to investigate if they think it is appropriate.

The role of governors

22. The governing body has the responsibility of setting down the general principles on standards of discipline and behaviour, and for reviewing their effectiveness. The governors support the headteacher in applying the policy.

23. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The Headteacher may seek advice from the governors about disciplinary issues. In the case of exclusions, the Headteacher will liaise with the Chair or Vice Chair of Governors.

24. In the event that a parent is not satisfied with the informal discussions and explanations given by the class teacher or the head, then parents can be given a copy of the school complaints procedure that will advise them on how to proceed. Governors will be involved in this process.

What Causes Behaviour Problems?

25. We are aware that, sometimes, unsettled behaviour in a child can be a common reaction to changes in circumstances for the child (e.g. starting a new school, new teacher, peer group changes, changes in family circumstances, etc.). All teachers and parents are aware of this and the school always makes appropriate adjustments in such circumstances.

26. However, where a child continues to demonstrate behaviour difficulties and which compromise the child's or other children's access to normal school learning experiences, this is of more concern. Again, all teaching staff are experienced at dealing with such situations with parental support.

27. The parental support element is important in helping the child settle because, even in term-time, children actually spend more time with their families, including weekends, than they do at school. It is important for the child that consistency in managing their behaviour is applied not only within the school, but also at home.

28. Sometimes a child's behaviour is a problem only at school, sometimes only at home and sometimes both at home and at school. We are aware that children can sometimes get 'caught up' in differences of opinion over whether their behaviour is a problem in one setting or the other, which can prevent progress happening for the child.

29. Reaching agreement with parents about behaviour that is and is not acceptable is therefore an important first step towards helping the child settle. If, for example, the school regards a child's behaviour as a problem in class, but the parents see this perhaps as just lively behaviour which should be tolerated, then efforts made by the school to modify the child's behaviour on its own are only likely to be partially successful.

30. The reverse situation can also apply, i.e. when parents see a child's behaviour as a problem but the school does not, and it is, therefore, very important for both the school and the parents to reach a mutual understanding or basic agreement about the significance or not of an individual child's behaviour before progress can be made.

31. Sometimes the child will also have his or her own interpretation of the behaviour of other children towards them and, occasionally, may interpret the behaviour of other children in a negative manner (e.g. 'being bullied'), despite evidence from classroom and playground observation which suggests that the behaviour in question is only 'normal' but challenging peer-group interaction. Again, reaching a shared understanding as to why a child might be perceiving this behaviour so negatively is a first step towards both school and parents helping the child make progress in terms of the child's social learning.

32. Very occasionally, teachers encounter some behaviour that is not tolerable in any child or adult social setting. This includes verbal and/or physical violence to others, behaviour which might cause harm to other children or adults, and behaviour which is likely to endanger the safety of self or others. In these situations, the school must act to protect the individual child, their peers and school staff. Such action may need to be put in place even if the child's parents do not immediately agree with the seriousness which the school has placed upon the child's behaviour.

33. Significant behaviour problems rarely have a single cause and most are what are called 'multi-causal'. These might include:

- the child's temperament and their personal way of reacting to the formal structure of a classroom and peer-group socialisation;
- day-to-day consistency and management of the child's behaviour, both at home and at school;
- school and/or family stresses acting on the child;
- the child's personal reaction to a significant life event (e.g. bereavement or loss);
- developmental factors causing frustration in the child in group settings (e.g. speech and language delay);
- more rarely, diagnosed medical conditions which predispose a child to certain types of behaviour (e.g. the inattention and fidgetiness which are a feature of attention-deficit/hyperactivity disorder (ADHD)).

34. This list is not meant to be complete and there may be many other factors involved for an individual child.

35. As regards conditions such as ADHD or social communication problems (e.g. autistic spectrum disorders), the school takes the view that such diagnoses are not an excuse for extreme behaviour

problems, but can limit what is achievable by parents and the school. We ask that the parents of children who do not have such conditions, exercise a higher degree of tolerance than usual.

36. It is important to remember that behaviour which might be regarded positively in one setting (e.g. 'liveliness' around the home) might be regarded negatively in the school setting (e.g. 'disruption to class'). This is why it is essential for staff and parents to first reach agreement about why it is important to try to modify an individual child's behaviour.

37. We acknowledge that, as the challenges of school life increase with age, some children can develop behavioural difficulties which were not present at an earlier stage (e.g. settling into a new class, starting a new school year, coping with more complex tasks or demands). We are always tolerant of these normal variations in behaviour and will usually only inform parents of any concerns if the behaviour becomes persistent or is highly disruptive in class or in the playground.

38. We acknowledge that the behaviour of one's child can be a sensitive issue for parents and that it can be difficult for parents if they are informed that their child's behaviour is a problem in school, but please be aware that your child's teachers bring a great deal of experience to this sort of situation and do not take such a decision lightly. We want to work with you as partners in the change process to help your child settle and we do not adopt a 'blame' or 'criticism' approach towards parents, nor, in return, do we expect you to blame or criticise ourselves unless this is clearly justified.

Our Diamond Rules

- Show Respect and Good Manners at All Times
- Care for Everyone and Everything
- Follow Instructions and Thought and Care

39. The Diamond Rules form the basis of our behaviour policy. We teach children how to work co-operatively and how to deal with their feelings. The standards of behaviour in any happy, caring community are based on mutual respect and consideration for others. We rely on support from home to maintain good standards of behaviour in our school.

40. The class teacher may also use systems in relation to behaviour that help individual children monitor their own behaviour through a visual display or symbol.

Rewards

41. The school believes that the best way to help children in their academic and social development is to praise and acknowledge their good work, effort, improvement and any act that demonstrates the child's growing awareness of themselves and the needs of others.

Daily/weekly rewards

42. Each teacher, supported by teaching assistants, will use:

- Verbal praise – this can happen anywhere in the school (e.g. in the corridor, in assembly, in the playground, in the classroom, on school trips, in clubs, etc.)
- Written praise – team points rewarded within their exercise books
- Visual praise – moving up the behaviour chart and team points added to individual team point charts.

43. On Friday afternoons throughout the year, we hold a 'celebration assembly'. The team captains from Year 6 collect the team points won by children in all classes during the week and transfer these points to the running total on the display in the school hall. The team with the most points is declared

at the end of each half-term and then the totals on the display in the hall go back to zero. Team points rewarded throughout the week will be recorded on individual team point charts.

44. During the course of the academic year, the children will be rewarded in the following way:

- 50 team points – BRONZE CERTIFICATE
- 100 team points – SILVER CERTIFICATE
- 150 team points – GOLD CERTIFICATE
- 200 team points – 200 team point medal
- 250 team points – 250 team point shield badge.
- Trophy – awarded to the pupil with the highest number of team points in the school. The top three pupils with the highest number of team points also receive an official letter of congratulations from the Chair of Governors.

Sanctions

45. Staff should aim to prevent, minimise and manage poor behaviour by being vigilant, supervising pupils carefully, being alert to triggers, being aware of individuals' characteristics and by using de-escalation strategies.

46. Positive strategies include:

- Find a quieter place
- Remove the audience
- Keep a calm voice
- Offer limited choices with guided help
- Restructure the classroom
- Build in routines
- Engineer success
- Begin and finish with a word of praise
- Offer planned extension and filler activities
- Rules-rights-responsibilities
- Fairness and firmness
- Stick to the most important issue and deal with one issue at a time
- Emotion Wagon

47. The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

The Sequence of Sanctions

Level 1: Moving down the behaviour chart

48. If a child demonstrates inappropriate behaviour, they will initially receive a verbal warning.

49. If the child continues to demonstrate inappropriate behaviour, they will move down the behaviour chart.

50. DETENTION - If a child, through continuing to move down the chart, receives a detention, the class teacher will discuss the child's work or behaviour with the headteacher. The headteacher will talk to the child with the class teacher to share expectations about how behaviour or work should improve and how all key staff will monitor this. The class teacher will make contact with the parent/guardian on the same day to make them aware of the situation.

51. The class teacher or headteacher will record the date and a short note in the Behaviour Management SIMS system so that, as well as pastoral file evidence, there is a factual record for the future, including any statements where other children have been involved.

52. The parents of any other children involved, especially if they have been victims of an assault, must be informed on the same day.

53. After a week, or similar timescale, the class teacher will liaise with parents regarding progress. The class teacher will also give feedback to the headteacher.

54. Failure to meet expectations by receiving another two detentions within a six-week period warrants a move to level 2.

55. If the child shows a big improvement in behaviour, i.e. no further detentions issued within that six-week period, then (a) the child will be praised for making that improvement and (b) parents will be informed that the school is pleased with the improvement in behaviour. Child returns to level 1, i.e. the same status as all children.

Level 2: Headteacher to arrange meeting with parents, child and teacher (after three detentions within a six-week period)

56. Parents will be asked to come to a meeting with the class teacher and the headteacher to be sure they are aware of the continuing problems relating to work or behaviour.

57. An individual report card, where the children will be monitored and the report card filled in at the end of each session throughout the day, to include rewards and sanctions, will be drawn up and communicated to child and parent.

58. Parents will be offered the support of the Parent Support Adviser (PSA) based in the Penryn Partnership

59. Parents will be informed about the next stage of the policy, so that they know what might happen next.

60. A date will be set for a follow-up meeting with parents and child.

61. Persistent failure to meet expectations within a two-week period and show progress warrants a move to level 3.

Level 3: Headteacher to arrange a further meeting with parents, child, teacher and SENCO.

62. Review of strategies that are not working and agree an IBP(Individual Behaviour Plan)

63. Involve external agencies (e.g. educational psychologist).

64. Inform parents of next stage of the policy, so that they know what might happen next.

65. Set a date set for a follow-up meeting with parents, child, teacher and SENCO.

66. Persistent failure to meet expectations within a two-week period and show progress warrants a move to level 4.

Level 4: Consideration of fixed-term exclusion

67. A fixed-term exclusion of up to five days is at the discretion of the headteacher, having informed the chair of governors and the LA of their actions. An official letter outlining the terms of the exclusion will be sent to the parents on the same day the exclusion is issued.

68. Headteacher's contract with parents and pupil is drawn up.

Level 5: Permanent exclusion

69. Final stage - follow LA and DfE guidelines.

70. In extreme circumstances, situations will be dealt with immediately by the headteacher and will include same-day communication with parents.

Violent behaviour

Violent behaviour that requires a serious response may be dealt with immediately by any level of sanction indicated above, up and including level 4.

Managing the team-point system

71. For any reward and sanction system to be effective, it is vital that all staff communicate with each other constantly about the behaviour of pupils and that the policy is carried out consistently.

72. The method for managing rewards has been designed to be consistent throughout the school.

In the classroom

73. In each classroom, there will be a behaviour chart which has a mid-point large enough for all the children's names to be placed on it at the start of each day.

74. The form of the display is not important and could be the choice of the class or fit in with a topic.

75. The chart needs a mid-point, with spaces below for consequences and spaces above for praise (see chart below).

76. Each stage explains the reward or consequence in a phrase, symbol or both, as appropriate to the age of the children.

77. Two team points will be the maximum number of points that can be awarded on the behaviour chart in any one day.

78. The chart needs to have a prominent place, preferably handy to the teaching position.

2 TEAM POINTS
WOW!
NEARLY THERE
KEEP GOING
WELL DONE
START
TURN IT AROUND
TIME OUT: 5 MINUTES
DETENTION
3 DETENTIONS = REPORT CARD

79. The display is the focus of all behaviour instructions; an instruction is given, the teacher or TA moves to the chart and starts moving names up and down, saying why.

80. A verbal warning will be given as an initial reminder to a child before any continued poor behaviour results in a move down the chart.

81. Consequences happen as soon as is appropriate. Detention will happen during a break-time on the same day, or the first break-time on the following day if the move to this stage of the chart happens after last play. When on detention, the child will stay with a member of staff.

82. Any detentions will be recorded by the headteacher in the red pastoral file and then transferred into the SIMS behaviour management system and reasons listed. This will enable the headteacher to monitor any consistently poor behaviour of certain pupils (see level 1).

83. Children who have moved down the chart due to poor behaviour can move back up if, during the course of the day, they demonstrate behaviour that allows the teacher to reward them in this way.

84. At the end of the day, points on the behaviour chart will be transferred to individual charts. These individual charts will be on display in the classroom in the colours of the teams the pupils belong to. Each chart will have space to record a maximum of 50 team points. Once completed, a new individual 50-team point chart will be displayed. Each completed chart will be linked to a team point certificate that will be presented in celebration assembly on Friday (detailed above under Daily/Weekly rewards). These individual record charts can also be added to during the course of the day if pupils are given team points for good work, etc.

85. Wherever pupils are on the chart at the end of each day, all pupils begin at the mid-point at the beginning of the next day.

In the playground

86. Staff on duty will pass on the names of children who are to go up or down the behaviour chart when they return. This level of communication is vital.

87. Children who demonstrate poor behaviour in the playground (e.g. upsetting other children, using playground equipment inappropriately or dangerously, etc.) will be given five minutes' time out with immediate effect and move down the behaviour chart to show this sanction. This will result in the child standing next to the member of staff on duty, moving around with them at all times or next to a 'sanctions wall'. However, if the child continues to display poor behaviour when they return to play, they will return to the member of staff on duty and miss the remainder of their play. This level of behaviour is to be recorded in the class pastoral folder.

88. Children whose behaviour is dangerous to themselves or others at any time during the school day will be sent to the headteacher or assistant headteacher immediately and the incident recorded in the SIMS behaviour management system

Around the school and off the school site

89. Any inappropriate behaviour witnessed by staff at any point around the school or off the school site, needs to be communicated to the teacher of the child in question to ensure the behaviour chart is altered (at the nearest opportunity and if appropriate) to reflect this. Equally, any good behaviour witnessed by staff must also be shared with the class teacher to enable that child to move up the chart when they are back in class.

90. Assembly is a time of reflection and all pupils must respect this. Any pupils moved during assembly for inappropriate behaviour will result in a move down their behaviour chart. Stickers will be handed out (a maximum of four) to pupils picked out by staff for demonstrating good listening skills and appropriate behaviour during celebration assembly on a Friday. These stickers will enable the children rewarded to gain three team points that can be added to their charts on their return to class.

Monitoring this Policy

91. The headteacher will monitor the effectiveness of this policy on a regular basis.

92. The headteacher will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvement.

93. The class teacher must keep a 'pastoral folder', with a separate record for each child, to record important details.

94. The headteacher must ensure that incidents of misbehaviour are properly recorded on SIMS. The headteacher will also keep a 'pastoral folder' with notes of contacts with parents and other relevant information, appropriately recorded.

95. Members of school council or class groups may be asked to give their opinion on a range of things including (a) the behaviour of other children, (b) how adults respond to incidents of poor behaviour and (c) the running of the reward system.

96. The headteacher will monitor this process as part of weekly meetings with all staff. The headteacher will also monitor the way in which staff give rewards and apply sanctions through half-termly examination of the team point charts.

97. The headteacher must keep a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

98. Annually, it is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

99. The governing body will review this policy every year. The governors may, however, review the policy more frequently than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.