



ALL BEHAVIOUR IS COMMUNICATION

Aims and Expectations:

This policy applies to everyone who is a part of our school community - adults, children, their families and visitors.

The primary **aim** of the behaviour policy is not a system to enforce rules but rather to promote good relationships from a position of mutual respect, so that people can work together with the common purpose of helping everyone to learn.

Ethos:

At St Minver School, we are committed to creating a caring and positive learning environment in which children and adults alike feel safe, secure and ready to learn.

In order to do this, we commit to supporting the very best relationship health between:

- parent & child; ^[L]_[SEP]
- child & child; ^[L]_[SEP]
- child and school staff; ^[L]_[SEP]
- parent & school staff; ^[L]_[SEP]
- school staff; ^[L]_[SEP]
- school staff & the leadership team; ^[L]_[SEP]
- school staff & external agencies. ^[L]_[SEP]

Rationale: ^[L]_[SEP]

We believe good behaviour results from children and adults feeling safe, secure and supported when they: ^[L]_[SEP]

- feel valued; ^[L]_[SEP]
- give and receive respect; ^[L]_[SEP]
- are listened to; ^[L]_[SEP]
- are encouraged to take responsibilities for their own actions. ^[L]_[SEP]



We expect all members of the school community to behave in a considerate way towards others. We believe that all teachers have a right to teach and all children have a right to learn.

Trauma Informed Schools UK(TIS)

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that this informed approach empowers children to develop positive mental health and resilience, enabling them to fully engage in life and learning.

There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At St Minver School, we define ‘Trauma’ to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of this traumatic stress. As such, even day to day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, or moving house can be experienced as trauma. In short, most children and adults will experience trauma at some time.

We will continue to work to a whole school Trauma Informed School approach and ensure that:

- we use consistent safety cues throughout the day, i.e. ‘meet & greet’ at school gates and classroom door to provide a happy, secure and supportive environment that enables all children to achieve their potential academically, socially and emotionally. [L] [SEP]
- interactions with children are socially engaging and not socially defensive. [L] [SEP]
- staff are trained in PACE modes of interaction, meeting children with an approach which demonstrates playfulness, acceptance, curiosity and empathy.
- pedagogic interventions which nurture positive relationships on an individual basis, e.g. Jigsaw PSHE scheme, Time to Talk, I wish my teacher [L] [SEP] knew, individual TIS sessions.
- vulnerable children have easy access to at least one named emotionally available adult and know where to find them. [L] [SEP]
- staff adjust expectations around vulnerable children. Staff have an awareness of unwanted behaviours and the possible reason for them. [L] [SEP]
- we nurture staff so they feel truly valued and emotionally regulated and in doing so support them to interact in positive engagement with children. [L] [SEP]



- staff adhere to non-negotiable behaviours and actions.
- the leadership team provides a well-structured, clear and accessible framework of behaviour expectations within which we all will operate. [1] [SEP]
- we provide a curriculum that is challenging, stimulating, motivating and engaging. [1] [SEP]
- we provide a curriculum, which will teach our children a clear and acceptable view of right and wrong, together with a real appreciation of the needs of others and the society around them.

Our School Motto is:

Be brave,

Be kind,

Belong.

The values contained within our motto will be regularly discussed and encouraged. It will underpin our school assemblies, Star of the Week Awards and be evident in talk in every classroom.

The school rewards good behaviour and uses its School Motto to help instil this. We believe that this will develop an ethos of kindness and co-operation which prepares children for life.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children in a variety of ways:

- staff notice children’s successes, however tiny and point these out explicitly;
- staff congratulate children; [1] [SEP]
- staff give children house points; [1] [SEP]
- children are part of either the St Enodoc or Pentire team and Celebration Assemblies celebrate the total number of points gained by the two teams each week;
- weekly Positive Playtimes certificates are given during Celebration Assemblies to praise examples of children demonstrating/upholding the school motto either themselves or towards others.



The school employs a number of strategies to ensure a safe and positive learning environment for all who attend St Minver School.

- The safety of the children is paramount in all situations. We may remove a child or the other children, having risk assessed the situation in the moment, in order to protect ALL our pupils and to support the de-escalation of a traumatised child.
- We employ each deterrent appropriately to each situation and with due consideration to the individual child's chronological age and emotional development.
- We expect children to actively listen during lessons. We support this with seating plans, with reasonable adjustments to meet the needs of individual children, such as fiddle toys or work stations with low levels of sensory input.
- We expect children to try their best in all activities. We may ask them to redo a task if we think they are capable of better. [SEP]
- A behaviour plan may be implemented and/or external support sought. [SEP]

Every St Minver School Pupil knows the standard of behaviour that we expect. These standards are discussed and reinforced in our everyday practice and any incidents of anti-social behaviour are addressed and minimised promptly.

The school does not tolerate bullying of any kind. We monitor incidents between peers and we are mindful to any which are either sustained or which involve an imbalance of power - which might include a difference in age, of power, or of vulnerability.

If we discover that an act of bullying, peer on peer abuse or intimidation has taken place, either at or outside of school, we act immediately to stop any further occurrences of such behaviour.

We do everything in our power to ensure that all children attend school free from fear.

3 The Role of School Staff

All children will be greeted positively by their class team consistently every day. [SEP]

Adults will make their best effort to engage with as many children as possible first thing in the morning. [SEP]

Adults will take the time to notice and engage with as many children as possible on a daily basis. [SEP]

Adults will share relevant information about children with all relevant members of staff, to ensure that all interactions remain positive ones.



Adults will consistently model positive behaviour, true to the School Motto – Be Brave, Be Kind, Belong.

Each class has its own system for rewarding good behaviour, class work, effort, etc. appropriate to the age and development of the children. All adults in the school give house points to reward children.

It is the responsibility of the class teacher, supported by classroom assistants, to ensure that their class behaves in a responsible manner during lesson time, working to the best of their ability.

School staff treat each child fairly, with respect, empathy and understanding.

In the first instance, the class teacher deals with incidents him/herself in the normal manner.

The undesirable behaviour will always be explicitly pointed out to the child, so they know and understand what we want and what we do not want.

When a child is given such a warning, it is our expectation that the negative behaviour will not be repeated.

Following two warnings, if the child has not been able to make a positive behaviour choice, the class teacher will put the most suitable strategy in place. For example, moving a child to a quiet workstation if they have been disturbing others, ensure they catch up with their work by missing the first few minutes of play or lunchtime, talk to a member of the Leadership Team or the Head of School.

Staff may telephone parents, or catch them after school, should they feel that further reinforcement at home is required.

Incidents of misbehaviour at lunchtime will be reported to the class teacher immediately the bell goes and lunchtime supervisors will inform teachers as to whether and how the incident has been dealt with.

Staff will always look beyond the behaviour to the individual child and seek to understand why. Every effort will be made, in line with each child's emotional development to try to avoid the use of sanctions, using a Trauma Informed approach.

The class teacher may contact a parent if there are concerns about the behaviour or emotional welfare of their child.

The Role of the Leadership Team (Head of School and Senior Teachers)

It is the responsibility of the Leadership Team to implement the school behaviour policy consistently throughout the school, and to report to Hub Councillors, when requested, on the



effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children and staff in the school.

The Leadership team will monitor behaviour incidents and unpick any patterns, in order to minimise these events.

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

The Leadership Team keeps records of all reported serious incidents of misbehaviour. ^[1]_[SEP]

The Leadership Team 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 Leadership Team may permanently exclude a child. Fixed term exclusions will be notified to the Hub Councillors as will all permanent exclusions.

The Role of Parents

The school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support this policy.

We expect parents to support their child's learning, and to work with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has employed behavioural strategies around a child, we look to parents to actively support the school by reinforcing the key message of these strategies.

If parents have any concern about the way that their child's behaviour has been handled, they should initially contact the class teacher. If the concern remains, they should contact the Leadership Team and if not resolved the school Hub Councillors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The use of Physical Intervention

When a child is in danger of hurting themselves or others, physical restraint will be used as a last resort after every effort has been made to achieve a satisfactory outcome without physical intervention. ^[1]_[SEP] When a decision has been made to use physical intervention it will be undertaken if possible by two members of appropriately Team Teach trained members of staff. Team Teach is designed to safeguard people and services. The main focus is positive behaviour support approaches with an emphasis on de-escalation.

All members of staff are aware of the regulations regarding the use of force by teachers, as set



out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children, following Team Teach protocols.

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| How do we support positive behaviour? | |
| 1. Non-verbal reminders | Teachers will use non-verbal signals before a firm reminder is required |
| 2. Final warning | Children will be fully aware that they have been given a final warning and there is an expectation that the undesirable behaviour will not be repeated. |
| 3. Class-based strategies | If inappropriate behaviour persists, staff will move a child to a quieter work-station, ask them to stay back for part of their playtime/lunchtime or have them to sit to one side to watch how other children are setting a positive example instead. |
| 4. Involvement of the Leadership Team | <p>If the unacceptable behaviour persists, a member of the Leadership Team will become involved. They might go to the child, or the child might go to them. This may involve the child working or eating alongside the Head of School or other member of Leadership instead of with their peers, doing some jobs to help, or reading.</p> <p>There is an opportunity for the adult to unpick and reflect with the child what has gone wrong, de-escalate feelings of anger or frustration and to discuss how we might achieve better outcomes next time.</p> <p>The Head of School or member of the Leadership Team will become involved when the inappropriate behaviour is persistent and when class-based strategies have not led to positive change. Such inappropriate</p> |



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| | <p>behaviours may include:</p> <ul style="list-style-type: none"> • Persistently talking at an inappropriate time • Refusing to comply with a reasonable instruction from an adult • Hurting peers physically • Upsetting peers verbally • Being rude to an adult • Deliberately and persistently disrupting a lesson/other learners • Using inappropriate language • Deliberate use of bad or threatening language • Lack of respect to people or property or physical/aggressive violence. |
| <p>5. Internal exclusion</p> | <p>A child may be excluded from the classroom and work instead alongside the Head of School (or other Senior Member of Teaching Staff) if this is helpful in de-escalating a child’s anger and distress. This may be for part or whole of a school session. Parents will be made aware when this strategy has been employed.</p> |
| <p>6. Suspension and Exclusion</p> | <p>It is our aim to be a fully inclusive school. A fixed term suspension or permanent exclusion (following statutory DfE guidelines) would be used only when all other avenues of behaviour management and support have failed to have an effect. Only the Head of School can authorise a fixed-term suspension or exclusion. (See below).</p> |

Suspensions and Exclusions

Only the Head of School has the power to suspend or permanently exclude a child from school.

- The Head of School may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year.



- The Head of School may also exclude a pupil permanently. Before taking such a step, the Head of School will have taken advice from, as appropriate: Hub Councillors, Aspire Board, the Education Welfare Service, Educational Psychological Service and any other relevant professionals.
- If the Head of School suspends a child, she will inform the parents immediately in writing, giving reasons for the suspension. At the same time, the Head of School will make it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.
- The Head of School will inform the Local Authority and the Hub Council about any suspension or permanent exclusion. The Hub Council itself cannot either suspend a child or extend the suspension period made by the Head of School.
- St Minver School will adhere to the guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', September 2023 which relates to: The Education Act 2002, as amended by the Education Act 2011; The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; Section 89 of The Education and Inspections Act 2006; The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.
- A fixed term suspension can be for half a day, up to five days. The length of the suspension will be dependent upon the reasons for it.
- Parents will be invited to attend a re-integration meeting at school before the end of the period of fixed term suspension to discuss the terms under which the child will be re-integrated back into school and any steps required to facilitate this return (e.g. phased return, reduced timetable, modification to Individual Behaviour Plan, etc)
- Permanent exclusion will only be used as a last resort after all other options and sources of advice and support have been exhausted, in response to a serious unacceptable breach, or persistent low-level breaches, 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.
- Suspensions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.
- Before deciding to suspend or exclude, St Minver School will ensure that: a thorough investigation has been carried out; the child has had an opportunity to say what has happened and why; consideration will always be given to any contributory factors.

This policy will be reviewed in Summer 2025.