



Primary Trust Behaviour Policy

Reviewed: Autumn Term 2022

Next Review: Autumn Term 2024

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Good behaviour in our schools is central to a good education. Our schools need to manage behaviour well so they can provide calm, safe and supportive environments which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Our Trust vision, mission and values are integral to our behaviour policy and expectations of all stakeholders;

This policy has links to the following policies and procedures:

- Safeguarding Policy
- Malicious Allegations Policy
- Acceptable use of ICT
- SEN Policy
- Complaints Policy

Mission: The Roseland Trust provides outstanding education for our communities, where everyone succeeds.

Vision: To inspire a love of learning within environments that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential.

Values: Kindness, Ambition, Responsibility.

The Trust Board believes that positive behaviour in all aspects of school life is necessary. It aims to create an inclusive, caring and supportive learning environment in the school by:

- promoting a culture where positive behaviour is expected, taught and supported from home;
- expecting disruption free learning in every classroom;
- encouraging a Trauma Informed School approach;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promoting positive social norms that ensure equality and fairness of treatment for all;
- encouraging consistency of response to both positive and disruptive behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment in line with KCSIE.
- establishing positive relationships with parents and carers which involves them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- The Trust Board will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of positive behaviour and will keep this under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of positive behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Trust Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of positive behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all inappropriate behaviour as stipulated in the schools' anti-bullying policy.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how positive behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher, to ensure they are consistently and fairly applied. It will promote personal responsibility and the principle that every member of the school has a responsibility towards every other member of the whole community.

Social Norms

Gerrans School values are;

Gerrans Very Golden Values

We **G**entle and Kind

We **E**ncourage each other

We **R**espect others and property

We are **R**esilient learners

We are **A**lways truthful and trustworthy

We are a **N**urturing environment

We are **S**upersonic

Tregony School cultures are;

Respect, Responsibility and Resilience. These are expected to be upheld in order to support positive behaviour and successful learning.

In our schools, successful behaviour is demonstrated by;

- Punctual attendance;
- Readiness to learn;
- Respect for others.

The school behaviour curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils and modelled by all in daily school life, so that pupils understand what behaviour is expected and encouraged and what is prohibited. This is supported through positive reinforcement when expectations are met, while sanctions are required where behaviour is preventing learning or respect. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Class and school routines, such as transitioning around the school, social play and dining together are taught and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. These routines are made simple for everyone to understand and follow.

Adjustments can be made to behavioural expectations for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and should be made in consultation with the class teacher, SENco and Headteacher. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities. The school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Consistent and clear language is used across the schools when acknowledging positive behaviour and addressing misbehaviour. Language refers to the behaviour and not the child.

The role of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing

to work in partnership with them.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of our school rewards;

- Headteacher stickers
- whole-class or year group rewards, such as a popular activity
- positions of responsibility
- certificates, prize ceremonies or special assemblies
- communicating praise to parents via phone call or written correspondence;
- verbal praise;
- Teampoints
- Star of the Week
- The Truro and Roseland Community Cathedral Awards

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. Staff across the schools respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified

after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Unacceptable Behaviours

In our school we seek to support all pupils with their behaviour, self-discipline and social interactions. We are astutely aware that for some pupils' additional guidance is required. We consider the following behaviours to be unacceptable in a learning environment:

- Swearing
- Refusal to work
- Goaded/inciting behaviour which causes other children to misbehave inappropriately
- Rudeness to adults and other children
- Gestures which are offensive
- Physical aggression
- Verbal aggression
- Vandalism
- Derogatory language or actions targeting ethnic or national origin, culture, religion, gender, disability, age or sexuality

Sanctions

- Verbal reprimand and reminder of the expectations of behaviour;
- The setting of written tasks such as an account of their behaviour;
- Email/telephone call to parent(s)/Carer(s)
- loss of privileges
- Improve/complete a piece of learning in own time
- Interview with Headteacher and parents/carers
- Fixed term exclusion
- in the most serious of circumstances, permanent exclusion.