



# Personal development, behaviour and welfare policy

<b>Source</b>	<b>Newlyn School</b>
<b>Date written</b>	<b>August 2016</b>
<b>Reviewed on</b>	<b>September 216</b>
<b>Next review date</b>	<b>September 2017</b>
<b>I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School.</b>	
<b>Mrs E Lambourn</b> <b>Chair of Governors</b>	<b>Date</b>

## **Rational and Purpose**

At Newlyn School we firmly believe in encouraging high standards of behaviour and supporting the personal development and welfare of all members of our school community. Our children should be able to play and learn in an environment that is safe, warm, caring and friendly and one where the adults have the children's welfare in mind at all times.

Behaviour in school and on school visits and residential should be of the highest standard. In lessons every child and member of staff should be able to feel relaxed and happy so they can have a clear focus on the learning and be free from distractions. The school environment is one where all members are kind, courteous and respectful at all times.

We set high expectations of our children and staff and believe that every child is capable of meeting them. These expectations are set out in our School Rules 'The Newlyn Way'.

At school children either choose to follow 'The Newlyn Way' or they make a clear choice to break them and face the consequences. The rules need to be clear and the consequences consistent so that all members of the school know how to implement the systems we use.

## **What we want to achieve**

- To provide a welcoming, safe and secure environment in which there are consistently high behavioural expectations.
- To allow children to voice their opinions and be listened to in relation to behaviour issues
  - often through Circle Time and within Thrive groups and 1:1 sessions.

- To achieve a consistent approach to behaviour management throughout the school.
- To promote moral values and acceptable codes of behaviour.
- To make children aware of their rights, responsibilities and the consequences of their actions in decision making.
- To support children's personal development eg helping them to self-regulate their behaviour, to work towards sorting out differences with peers independently, to have a clear understanding of right and wrong.
- To promote a positive ethos across the school where behaviour allows learning to flourish and all children can reach their full potential.
- To ensure all members of the school community (teaching staff, non-teaching staff, Governors, office staff, students, lunchtime supervisors, kitchen staff, cleaners and all other adult support) are aware of and promote a positive ethos.

#### How we will achieve our aims

- **Being consistent** – When members of staff act consistently and reliably the child will feel safer and less anxious. This in turn will make it less likely that events will trigger bad behavior.
- **Give children a choice** - Giving children a choice as often as possible increases a child's sense of independence and contributes to the development of their self-esteem.
- **Model desired behaviour** – Adults within the school to model the kinds of behaviour they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. When staff have to deal with difficult behaviour they will aim to avoid communicating feelings of anger, irritation, disappointment and will remain calm, low key and matter of fact.
- **Virtues** – Using the Virtues materials through our PSHE curriculum, circle times and assemblies.
- **Social, Moral, Spiritual and Cultural Development (SMSC)** – SMSC which is integrated throughout our curriculum.
- **Relationships with parents/support from outside agencies** – building good and strong relationships with those people involved with the children in our care.
- **Rewards** – sharing assemblies and classroom rewards.
- **PSHE assemblies, outside speakers, theatre etc** – on areas such as anti-bullying, safe use of social media.

#### School rules

- To always tell the truth
- To be kind and caring to everybody
- To do our best and always use our time wisely
- To show our respect for others, their property and their opinions.
- To listen carefully without interrupting
- To be equipped, on time and ready to learn at all times

#### Rewards

- Each class will have their own reward system – with the aim of working towards developing children's intrinsic motivation.
- Children who behave exceptionally well or overcome barriers to learning behaviours will be celebrated in sharing assembly.
- Parents will be informed of good behaviour achievements through face to face conversations, newsletters, school website, stickers and certificates.

- Weekly sharing assemblies to reward behaviour and achievement both in and out of school.
- Regular Top Table lunchtimes with a member of the SLT lunchtime supervisors to keep a record in a book of children who are helpful, kind, shown great manners, are well behaved etc at lunchtimes and names will be chosen from this book.
- Talking feet or a conflict resolution place for each class where children can go to talk through their disagreements/problems with the other child/children.

### **Sanctions**

- Children who break 'The Newlyn Way' will be given an initial warning, a second warning will be given and their name put on the board, if they continue to make poor behaviour choices they will be sent to the ABC room at the next break time to discuss and consider their actions.
- A note will go home to parents or they will be spoken to face to face or on the phone.
- A member of staff will make a record in the class ABC book with the child's name, date and reason they are in the book.
- At break times and lunchtimes an initial warning will be given, if breaking 'The Newlyn Way' occurs again, a 5 minute time out will be given, if another incident occurs the child will be sent in to the ABC room where a member of staff will keep a record. The lunchtime staff will have an ABC book which they will take out each day and return to the ABC room after lunch. The parent/s will be informed by note or a conversation.
- For more serious incidents (physical aggression, fighting, inappropriate language) the child will be sent to the ABC room (break time and lunchtime incidents) or if in class time will be sent to a member of the SLT team and this will be followed by time in the ABC room – again parents will be informed.
- Where serious incidents occur (see Appendix 1) children can be considered for a fixed term exclusion either internal or external.
- Children are expected to wear the correct school uniform – if they are not in correct school uniform parents will be contacted via a note or a face to face conversation and a record should be kept in the class book. If there are more than two entries in the book it will be referred to a member of the SLT who will speak to the parent/s.
- Children are expected to have their PE kit in school at all times – as for sanctions re school uniform. Children are not allowed to borrow PE kit from other children.

### **Monitoring behavior**

- SLT will report weekly, at the staff meeting, on behaviour incidents and the children who have been sent to the ABC room

### **ABC (Antecedent, Behaviour, Consequence)**

- Children who choose not to follow the Newlyn Way (rules) will attend ABC in the Glass Room at break time or lunchtime either that day or the following day (if the bad behaviour choices have occurred during the afternoon session) and complete a task.
- A record of attendance will be kept by the member of staff at ABC with reasons for attendance and any further actions.
- During attendance at ABC, to make the task 'real', children will write a letter to the person(s) directly affected by their behaviour choices (see appendix 2 for templates).
- If a child is sent to ABC for a second time during a half term period they will need to discuss their behaviour with a member of the SLT and their parents.

### **Additional support for those with social, emotional and behavioural needs and SEND needs**

Children with specific individual needs will be supported through various strategies including individual Thrive sessions/group Thrive sessions, having a key person, individual plans from the Educational Psychologist and SENDCo, support from outside agencies such as CLEAR, Penhaligon's friends.

### **Home School partnership**

- Parents/carers to know that they have a responsibility to support the school in managing their child's behaviour and where needed the school will support, where needed, in helping the parents/carers in managing behaviour outside of school.
- Parents/carers will be informed of their child's behaviour (both good and bad) through face to face conversations, meetings, on newsletters, twitter and facebook as well as through the giving of certificates/stickers
- Any formal meetings to be recorded and notes kept in files, as per policy and follow-up actions agreed.
- School will offer any help it reasonably can to support parents/carers with managing their child's behaviour outside of school and provide them, where appropriate with telephone numbers/websites/email addresses of people/organisations who can offer support outside of school.
- Where necessary, weekly meetings can be held with child (where appropriate) parents/carers, relevant school staff to discuss behaviour both in school and at home and agree actions to move forward.

### **Step Plan**

**Step 1** – Persistent unacceptable behaviour will result in the child escalating to Step 1 of the 'Behaviour Plan'. Parents will be informed either through a face-to-face meeting, phone call or by letter and a behaviour log will be set up and behaviour closely monitored. If behaviour improves, and this can be sustained for 2 weeks (no sessions in the ABC room) then the child will be taken off the Step Plan. If behaviour continues to be unacceptable, then this will result in moving up to Step 2 of the plan.

**Step 2** – The child, their parent/carer and the Head Teacher or Assistant Head Teacher will meet to discuss the behaviour of the child, how they can improve and actions for the future. If the behaviour of the child improves, and this can be sustained for 2 weeks then the child will be taken off the Step Plan. If behaviour continues to be unacceptable, then this will result in moving up to Step 3 of the plan.

**Step 3** – Internal Exclusion (see Appendix 2 for Internal Exclusions policy)

**Step 4** – External Exclusion (see Cornwall's Fixed Term or Permanent Exclusion policy)

The general behaviour of pupils is a matter of great importance to the well-being of the community and the running of the school. When children raise concerns, matters are taken seriously and dealt with fairly; children are listened to and every effort is taken to find out the cause of a problem/incident.

Children are expected to show politeness, good manners, respect and thought for all, so we therefore request the support of parents/carers in upholding these expectations to allow us to work in constant partnership to offer our children the best possible education.

**Appendix 1** – letter to parents

**Appendix 2** - Internal and external exclusions

**Appendix 3** – Bullying policy

**Appendix 4** – EYFS rewards and sanctions