Personal development, behaviour and welfare policy

Source	**Newlyn School**
Date written	**August 2016**
Reviewed on	**September 2020**
Next review date	**September 2021**
I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School. **Mrs E Lambourn** **Date** **Chair of Governors**	

Rationale 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 residentials 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' and reinforced through assemblies.

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

expectations for behaviour.

- To allow children to voice their opinions and be listened to in relation to behaviour issues - often through PSHE and within TIS 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.

The Newlyn Way:

- Respect: to respect others and the world around us
- Responsibility: to be ready to learn
- Perseverance: to always do our best
- Kindness: to be kind and caring to everyone

- Truthfulness: to tell the truth
- Courage: to not give up

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.
- Children will be rewarded by being sent to the head teacher who will put them in the Blue All Stars Book.
- Parents will be informed of good behaviour achievements through face to face conversations, newsletters, school website, Facebook page, stickers and certificates.
- Weekly sharing assemblies to reward behaviour and achievement both in and out of school.

Sanctions

- Children who break 'The Newlyn Way ' will be given an initial warning, a second warning will be given, if they continue to make poor behaviour choices they will be sent to another classroom for five minutes to consider their actions.
- A note will go home to parents or they will be spoken to face to face or on the phone if the teacher feels it is necessary.
- A member of staff will make a record in the class red book with the child's name, date and reason they are in the book each time they are sent out of class.
- 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 where children will stand by the fence or wall. This will be repeated as necessary. If there is a 'Red Book' offence then the child will be sent in to the class teacher and the parent/s will be informed by a note or a conversation.
- For more serious incidents (physical aggression, fighting and inappropriate language) the child will be sent to the head teacher or a member of the SLT team and considered for the Red Book.
- If a child is in the Red Book three times in a half term then parents will be invited in for a meeting with the head teacher and class teacher and a behavior plan may be put in place if deemed necessary.
- 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.
- Children are expected to have their PE kit in school at all times and if they do not then parents will be contacted.

Children will not automatically work through levels and each incident will be judged on severity, circumstances and the individual child.	
Level 1	Low level misbehaviour will result in a warning
Level 2	Movement of child to a different class and/ or miss some playtime. This will be recorded in the class red book.
Level 3	Child is sent to Head or Senior Leader. This will be recorded in the Class Red Book but may also be recorded in the Headteacher Red Book.
Level 4	If the child is in the Headteacher Red Book three times within a half term, parents will be invited in to meet with the Head. A behaviour plan may be put in place.
Internal exclusion	Unacceptable behaviour may result in an internal exclusion which is when a child is kept away from the other children for a set period of time within the school.
Exclusion	Immediate fixed term exclusion or permanent exclusion. (N.B. Governors will be fully informed).

Monitoring behaviour

- The Red Book will be reviewed to identify any rise or fall in unacceptable behavior.

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 TIS sessions/group TIS sessions, having a key person, individual plans from the Educational Psychologist and SENDCo, support from outside agencies.

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 and facebook as well as through the giving of certificates/stickers
- Any formal meetings to be recorded and on CPOMs 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 which can offer support outside of school.

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.

General

Extracts are from Government Guidance on Ensuring Good Behaviour in School (DfE Ensuring Good Behaviour in Schools, April 2011)

Powers to Discipline

"Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances."

"Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of pupil's property. Headteachers can also decide to suspend or permanently exclude a pupil."

Use of reasonable force

" All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property in order to maintain good order and discipline in the classroom." If a child is deliberately and persistently disruptive and refuses to leave the room when requested then the Head or senior teacher will be called and the child given another opportunity to leave the room. If they still refuse then the child may be removed from the room using reasonable force. (As per Government Guidance DfE Ensuring Good Behaviour in Schools April 2011).

Exclusion

" The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community." In the case of repeated disruption or an incident of a serious nature, a temporary exclusion would have to be put in place (in line with local authority guidelines). In the case of children in care, the local authority (Corporate Parent and Virtual School Headteacher) will be formally notified of any exclusion.

Screening and Searching Pupils

There may be times when staff need to confiscate, retain or dispose of pupil's property as a punishment or to ensure the safety of the child and those around them. In this case, the member of staff is not liable for damage or loss of the items. Confiscation would be appropriate if children

are playing with objects which could cause themselves or others harm or that they have been told that they may not play with, for example in service or a whole class teaching situation. Confiscated items will usually be returned to the parents or guardian of the child at the end of the day with an explanation about why it was confiscated. School staff may search pupils without consent (Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012) when they suspect that they may have 'prohibited items' such as: knives and weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.

Pastoral care for school staff accused of misconduct

Staff will not automatically be suspended if accused of misconduct, pending an investigation. The governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Discipline beyond the school gate

Children on school trips or being educated off-site are expected to behave as they would during a normal school day and follow the school's code of conduct. Rewards and sanctions will be issued as they would at school and reported back to the class teacher and when appropriate the Headteacher. Occasionally the behaviour of pupils outside school impacts on the school's reputation or is reported back to the school. Each case will be different, but in general, the child's behaviour would be discussed with the child and their parents and relevant action taken if necessary.

Taking account of individual pupil needs (Special Educational Needs (SEN), disability, vulnerability, race, religion, culture)

It is very important to us that we do not discriminate - through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background. When intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions.

New media (such as mobile phones, internet sites and chat rooms)

Technology cannot be used by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation and disciplinary sanctions will be applied as appropriate.

Racial Harassment and Bullying

At Newlyn School we wish to promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated at this school. Adults are advised to follow reporting procedures as outlined in the Antibullying policy. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.