



**St Erme with Trispen Community Primary School**

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# **St Erme with Trispen Primary School**

## **Behaviour Policy**

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St Erme with Trispen School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

**At St Erme with Trispen we aim to:**

- Provide a safe, comfortable and caring environment where the best possible learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

**Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

**All staff must:**

- Promote, encourage and celebrate positive relationships and exemplary behaviour with school
- Act as a positive role model – using calm voices and positive body language, respecting every child
- Greet children in a welcoming, positive way – smile
- Demonstrate a **calm and caring** attitude to **ALL** children
- Provide positive praise for children who are following the school rules of **Ready, Respectful and Safe**
- Actively recognise children who are going **"Over and Above"**.
- Follow our **Rewards and Sanctions**.
- Use **Reflection time** and **Restorative Conversations**
- Use de-escalation strategies and emotion coaching

**The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, messages home and rewards systems
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers and the wider staff in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour well:**

- Deliberately and persistently recognise children doing the right thing and praise them in front of others
- Know their children well and develop positive relationships with all learners
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

**Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

# Behaviour for Learning

## **St Erme with Trispen's School principles: 'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

St Erme with Trispen school has three simple rules; **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly and is summarised in our **St Erme Behaviour Blueprint**, Appendix A

**We also understand that for some children following our behaviour expectations can be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which include clear strategies to promote and reinforce positive behaviour.**

This might include:

- An individual behaviour flow chart
- One to one intervention
- IEP to support behaviour strategies

## **EYFS**

In EYFS we recognise that younger children are learning how to behave in school and might need a slightly different approach within the classroom until they get used to the whole school policy.

As a result of this, EYFS children will have reflective time and restorative conversations.

As with the rest of the school children, some children may require a bespoke behaviour plan to support them.

## **Above and Beyond- Raffle tickets.**

Children will be rewarded with a raffle ticket when they demonstrate behaviours which go above and beyond the daily expectations and are inline with the core values; **Ready, Respectful, Safe.**

Tickets will be placed in a box and at the end of each half term a special assembly will be held in which 2 tickets will be drawn per year group. These children will win a special prize.

Our Values	Visible Consistencies
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting children in a welcoming way</li> <li>2. Acting as a positive role model.</li> <li>3. Calm and caring towards all children.</li> <li>4. Positive praise linked to our school rules</li> </ol>
Golden Rules	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. I will show I'm a 'ready learner'.</li> <li>2. I will show proof of listening.</li> <li>3. I will be kind and polite.</li> <li>4. I will make sure myself and others are safe.</li> <li>5. I will respect the rights of others to learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive, public praise</li> <li>2. Raffle tickets</li> <li>3. Whole class reward system</li> <li>4. Star of the week</li> <li>5. Positive feedback to parents</li> </ol>

### Behaviour steps policy

#### **Step 1 (ALL STAFF)**

#### **Verbal Warning**

- Remind the child of the school rules
- Praise other children who are following the school rules
- Staff should not tolerate – shouting out, talking over staff, answering back, arguing, refusing to complete work, not following instructions.
- *This step will not be used when behaviour is of a physical or threatening nature.*

A REMINDER or CAUTION must be given if they continue with this behaviour.

#### **Step 2 (ALL STAFF)**

#### **Give a last chance**

- Explain which rule has been broken.
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.
- Children are placed onto the chance.
- *This step will not be used when behaviour is of a physical or threatening nature.*

If the child changes their behaviour at any point during the lesson, given them praise for making the correct choice and move back to green.

#### **Step 3 (ALL STAFF)**

#### **Amber**

- Child is moved to Amber
- If the child is still on Amber when the session finishes, they will have 2 minutes of reflection after other children have left for break/lunch time.
- When a child is placed onto Amber during an afternoon session and remains on Amber at the end of the day, they will remain in the classroom for 2 minutes to reflect whilst other children get ready to go home.
- For children who are consistently on Amber throughout the day, parents will be informed via Dojo and behaviour will be logged on MyConcern.
- *Physical or threatening behaviour will lead to children being placed straight onto Amber. Extreme physical behaviour will bypass this step.*

*If behaviour improves during the lesson children will move back to Green.*

#### **Step 4**

#### **Red**

This should be used if a child continues to make the wrong behaviour choices.

- The child will be required to speak to the Headteacher/Deputy Headteacher in the office.
- The Headteacher/Deputy Headteacher will contact the parent.
- The child will return to class.
- The child will lose 5 minutes of the next break in order to reflect further.
- Behaviour will be logged on MyConcern.
- *Children exhibiting extreme physical behaviours will be moved straight to this step.*

*If behaviour improves, the child will return to chance.*

#### **If a pattern of behaviour is identified:**

- Discussion with SLT and/or SENDCO
- Begin monitoring to identify areas of concern/ possible causes/ appropriate targets.
- Parents informed via discussion/ phone call/ letter that behaviour is a cause for concern.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular activities only allowed if there is an improvement.

## Extreme or Physical Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Some children may need a bespoke **Behaviour Plan** which is personalised to them.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

Trained staff are:

Mrs Plechowicz  
Miss Bridgeman  
Mrs Graham  
Mrs Doyle  
Mrs Mullineaux

The school will record all serious behaviour incidents on MyConcern and any restraints in the Positive Handling book, which is kept in the school office.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include seclusion with a member of the SLT or Headteacher for an agreed period of time.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## Physical Attacks on Adults

At St Erme with Trispen Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our **Physical intervention and use of reasonable force Policy** (Appendix B) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child. However physical intervention may be needed in certain situations. Below are some example of this.

### Example 1

*Reasonable force may be used when a child is in danger of hurting another child through physical aggression. An adult might step in-between two children to prevent injury to one or both of them. If this action is not sufficient then an adult may use further physical force to move a child away from the situation to prevent injury to themselves or others while waiting for a team teach member of staff to attend.*

### Example 2

*Reasonable force may be used if a child is trying to leave the school building or grounds when they have been asked not to. Reasonable force would be used to keep the child within school for their own safety and to prevent them running into the carpark or out onto the road. This situation might occur if a child is reluctant to come to school or stay in school once their parent or carer has left.*

### Example 3

*If a child is attacking a member of staff for any reason, the member of staff under attack and/or members of staff who have witnessed this could use reasonable force to defend themselves or their colleague until a member of team teach trained staff is able to attend the incident.*

All staff should report incidents directly to the SLT and they should be recorded on MyConcern. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom should they need to. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed-term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Parent and Carer support**

School will offer parent and carers support when dealing with challenging behaviour through:

- Open communication with parents and carers to support individual children's behaviour needs
- Share incidents of both positive and negative with parents that happen within the school day.
- Share behaviour plans and risk assessments for individual children to help support their needs
- Keep parents and carers up to date with children's behaviour and progress towards any behaviour targets set.
- Signpost parents and carers towards outside agencies that might be able to support children's behavioural needs both within school and at home.
- Make and support with applications for assessments and support with outside agencies.
- Keep parents and carers up to date with progress towards any assessment being made.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.





# Behaviour Blueprint

At St Erme with Trispen School our Behaviour Blueprint is built on a clear, shared understanding between children, teaching staff, support staff, parents, carers and governors.

We provide a consistent, stable and positive environment for all pupils by promoting, encouraging and celebrating positive relationships and exemplary behaviours within our school.

### Our golden rules

1. I will show I'm a 'ready learner'.
2. I will show proof of listening.
3. I will be kind and polite.
4. I will make sure myself and others are safe.
5. I will respect the rights of others to learn.

### Our values...

Ready  
Respectful  
Safe

### Over and Above

1. Positive, public praise
2. Raffle tickets
3. Whole class reward system
4. Star of the week
5. Headteacher top table
6. Positive feedback to parents

Stage 1 <b>Verbal warning</b>	Remind the child/children of our core values. Praise the children who are following our core values.
Stage 2 <b>Chance</b>	Remind the child of the golden rule being broken. Move their name onto the chance. Remind the children that it is now the time to turn behaviour around.
Stage 3 <b>Amber</b>	Remind the child of the golden rule being broken. Move the child's name onto Amber Remind the child of the sanction but also of the potential to turn it around.
Stage 4 <b>Red</b>	Remind the child of the golden rule that has been broken. The child will then be sent to the Headteacher/Deputy Headteacher. Headteacher/Deputy Headteacher will contact the parents. The child will return to class. The child will miss 5 minutes of the next breaktime.

## Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder  
**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

##### **Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on MyConcern and any restraints using the Team Teach book, which is kept securely in the school office.