



Lostwithiel School  
Bodmin Hill  
Lostwithiel  
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PL22 0AJ

www.lostwithiel.cornwall.sch.uk  
Telephone: 01208 872339

**PRIDE,  
PASSION,  
PARTNERSHIP,  
PERSEVERANCE,  
PARTICIPATION.**

## Lostwithiel Primary School - POSITIVE BEHAVIOUR POLICY 2022 2023

### UN Convention on the Rights of the Child

**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### Our School Vision

At the heart of Lostwithiel Primary School is the belief that our school must be a safe, secure and nurturing environment for every child and where there are safe, secure nurturing relationships for all children. Emotional and mental health well-being is at the centre of our educational mission.

We believe that it is essential that our school is a welcoming and caring place for all. We recognise that children, families, staff and our local community all have an essential part to play in the success of our school.

We understand that children have very different life experiences and that some of these experiences may impact negatively upon an individual child's ability to regulate their behaviours and operate as part of the school community.

We are committed to providing our children with an excellent education that is broad, balanced and fun. We believe in ensuring the highest expectations possible in all aspects of school life to ensure all children have the opportunity to do their very best (In line with **Article 29** of Convention on the Rights of the Child).

We believe that pupils and staff should show Pride, Passion, Perseverance, Partnership, Participation (5Ps). By working together to ensure a safe, secure and nurturing environment we believe that our children are motivated to discover their talents, develop their interests and have the confidence to become successful lifelong learners

### Our Whole School Rules are:

*Be Ready, Be Respectful Be Safe*

### Rights Respecting Classroom Charters

Classroom Charters are agreed at the beginning of each school year as part of our curriculum. Each class will discuss with their rights and responsibilities to one another and our school. These will then be developed into an agreed classroom charter that aims to protect individual rights and remind us of our responsibility to protect other people's rights.



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This will cover:

- How to communicate
- How to move around the classroom
- How to treat others
- How to resolve problems
- How to learn

These Classroom charters support our Whole School Rules: Be ready, Be Respectful, Be Safe

At the beginning of each school year as part of our curriculum the teacher will discuss with the children their rights and responsibilities. These will then be developed into an agreed classroom charter that aims to protect individual rights and remind us of our responsibility to protect other people's rights. This is in line with **Article 12** -You have a right to an opinion and for it to be listened to and taken seriously.

### **Aims and Expectations**

All members of staff at Lostwithiel Primary School aim to encourage all children to develop positive learning behaviours that will enable them to achieve their full potential both at school and in the wider world.

All **staff** that work in the school are expected to follow the school rules, model positive learning behaviour (5Ps) and make daily reference to positive learning behaviours (5Ps) so that every child can learn with minimal disruption.

All **children** are expected to follow the school rules and explore ways of demonstrating positive learning behaviours (5Ps) so every child can learn.

### **Behaviour Management**

#### **Rewards**

We believe positivity and positive relationships are the key to successful behaviour management. Some of our positive rewards include:

- A genuine smile and descriptive praise from adult.
- Showing work that they are proud of to a chosen member of staff.
- Gold star work - rewarded by HT or SLT.
- Stickers.
- Positive Class Dojo points
- 5P certificates awarded in Celebration assembly.
- Raffle ticket draw in Assembly - all classes to bring their tickets collected over the half term for chance to be selected for a book voucher

#### **Consequences**

At Lostwithiel School we employ a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

Behaviour that would lead to consequences:

- Not following school rules.
- Not listening to adults in the school.
- Deliberate verbal or physical abuse towards others.
- Misuse of school equipment.
- Behaviour that threatens the safety of others.
- Behaviour deemed unacceptable at any time on school premises or on a trip.
- Stealing.
- Deliberate damage to school or personal property.
- Refusal to do what an adult asks.



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### **Escalation in behaviour and Behaviour Plan**

Behaviour plans are to be used for specific children in school who are consistently displaying inappropriate behaviours. Should their inappropriate behaviour continue, a behaviour plan to support the child in order to make good choices will be produced. This will be discussed with the parent at an early stage. The system below is not rigid and will vary depending on the context. However, the guide below should be worked through in most cases.

1. Inappropriate behaviour displayed/poor behaviour shown. Depending on the severity of the poor behaviour, the teacher will deal with the incident quickly and calmly and log it on C-Poms.
2. Should poor behaviour form into a pattern, e.g. 3 or 4 times in a 2-week period, then the child will be discussed with the SLT member or Head teacher.
3. Should there be no improvement, then the parent/s will be told that *'If behaviour does not improve, then a behavioural plan will be drawn up and discussed with the SENDCO. During parent/s discussions it is crucial that we continue to ask the child, 'Is there anything that we can help you with?' or 'Is there anything worrying you at the moment that we can support you with?'*

*Note: All conversations at this level with the parent should be recorded on C-Poms.*

4. The behaviour plan will be written by the class teacher. The SENDCO will sign off the plan after reviewing with HT. It is crucial that there is daily contact with the parent/s to celebrate success and inform of any issues.  
This plan will be reviewed within school on a weekly basis. Child to come off plan once agreed with SENDCO.

### **Bullying**

- we do not tolerate bullying at Lostwithiel Primary School
- every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
- this agreement needs to be monitored by the class teacher to ensure that the bullying has ceased
- parents should be informed by the class teacher or SLT.
- bullying should never be ignored
- all instances of bullying must be recorded on C-Poms and they are reported to Governors termly

### **Racist language/incidents**

- They are not acceptable at Lostwithiel Primary School.
- They should be dealt with in line with this Policy.
- They **MUST** be recorded and reported to Governors termly.
- Sexist, homophobic, disability abuse - is not acceptable and should be dealt with in line with this policy



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**WORRYING/UNUSUAL BEHAVIOUR: Child Protection**

Staff must immediately report any worrying/unusual behaviour to the designated safeguarding lead. Such behaviour may warrant involvement of parents, MARU, Social Services, Medical services or an assessment by the Educational Psychologist. The Safeguarding Lead, in combination with the Deputy DSL will make that decision.

**RESTRAINT:** - i.e. the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property. *All staff must intervene in an appropriate manner if there is immediate danger/risk to other children/adults.*

- should rarely be used, and only after all other interventions have been exhausted by a Team Teach trained member of staff
- should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect
- if used, it must be recorded on C-Poms

**Behaviour Policy Guidance Documents for staff, children and parents**

What zone are they in	0	1	2	3	4	5	6	7	8	9	10
Likely behaviours are...	Complete loss of rationality Hurt staff Deliberately hurt other children Damage property	Violent or verbal outbursts Cross Annoyed Disengaged in their learning Deliberately disrupting their class and others learning			Worried Unsure Anxious Silly behaviours Disrupting others Unfocussed on their task Over excited		Happy and content Engaged in learning Able to follow instructions		Relaxed, calm Completely absorbed in their learning In the Zone Think for themselves		
What must focus on/provide... (in order to change/improve the behaviour)	Reflect & Resolve Behaviour contracts Internal seclusion <u>Fixed term exclusion</u> <u>Permanent Exclusion in serious or repeated behaviours</u>	Capture and share the learning behaviour Use strategies for calming Persevere			Remind the child of negative behaviour (Distractives) Reflect and resolve Mindfulness		Promote, praise and celebrate Continue to build positive relationships Push them on in their learning Whole class praise peer recognition Maintain learning momentum				
People I will involve are...	Headteacher Trust lead Chair of governors Parents and carers	Headteacher Class teacher (Carry out consequence) Parents and Carer			Class Teacher TA		Class Teacher TA		<u>Praise and rewards</u> SLT Parent and Carers Class Teacher TA		



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**The 'in the Zone' graded response**

Behaviour scale	People who will be involved	Sanction
Disapproval – frown, sign headshake.	Class Teacher/Teaching Assistant/MTA	
First reprimand – reminder of rule and expectation.	Class Teacher/Teaching Assistant/MTA	
Second reprimand – clear restatement of rules and its reasons	Class Teacher/Teaching Assistant/MTA	
Move onto Amber (Level 6)	Class Teacher	
Move onto Amber (Level 5)	Class Teacher	Isolate or move within class
Move onto Amber (Level 4)	Class Teacher/Other teachers	Child removed to another teacher or classroom for a period of time appropriate to the behaviour and age of the child. Child misses playtime (a day to a week depending on severity)
Support sought from an SLT member	SLT (Middle leaders initially and then onto Senior Leaders)	Child misses playtimes and or lunchtimes (a day to a week depending on severity) After School Clubs can be withdrawn. Children may be withdrawn from school trips or activities. Lunchtimes spent with TA/SLT (Reflection sheet completed)
0- Visit to Assistant Head/Head of School/Executive Head. Letter/phone call to parents sent home -	SLT	inclusion support plan/behaviour contract where the school decides it is appropriate.
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Internal exclusion/working alone (0 3)	HT or AHT	<i>Child will work away from their peers and be excluded from activities for a fixed period of time. This can range from half a day to 3 days</i>
Fixed Term Exclusion	HT and chair of govs	Child will be excluded for a fixed period of time
Permanent Exclusion	HT and Chair of govs Trust Lead	This will always be a last resort – our aim is to ensure all children have a positive experience at school.

Things we will do	Things we won't do
Always look for examples of positive learning in every child	Look for trouble or be sarcastic, ever.
Praise and encourage where possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the children's behaviour	Say the child as a person is at fault
Always remember that all children have feelings	Embarrass a child
Listen in a calm way and make the time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off
Speak calmly at all times; a calm manner encourages a calm response	Shout (unless absolutely necessary) or over react
Ensure the children can maintain self respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Be warm and approachable – demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation and investigate fully before reacting	Jump to conclusions
As adults, treat each other with consideration and respect	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children.
Reprimand in private where appropriate	Humiliate a child in front of a group or talk about children in front of them
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries