



**St Columb Minor
Academy**



Kernow Learning
Building Excellent Schools Together

Behaviour and Relationships Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01726 822416 or email scminor@kernowlearning.co.uk

*“Visible consistency with visible kindness allows exceptional behaviour to flourish.”
(Paul Dix, 2017)*

Rationale

At St Columb Minor Academy we believe that every child has the right to learn in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens of Cornwall and the wider world. We recognise that “when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all.” (Banerjee, Weare & Farr, 2014)

At St Columb Minor Academy we follow the 3 simple rules of being **Ready, Respectful** and **Safe**. These are displayed around the school and align with our core values and our Trust shared values.

Our Key Principles for Positive Behaviour:

1. Consistently positive adult behaviour
2. High expectations of ourselves and for others
3. First attention to best conduct
4. Relentless routines
5. Follow up and repair

1. Consistent adult behaviour

At our school, we expect and enable every member of our school community to behave in a considerate way towards others. This includes every child, member of staff, parents, governors, and visitors.

We expect everyone's behaviour to reflect our school values of **Respect, Collaboration, Curiosity, Resilience and Equity**. We believe that when all adults behave in this way then children will also do the same. We want all our children to feel valued and cared for at all times, remembering that we are the weather that creates the climate.

Every adult is expected to:

- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Pay first attention to the best conduct
- Address and discuss negative behaviour 'privately'
- Be calm and controlled in their response to challenging behaviour



PACE (Dan Hughes, 2012)

When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach. This means:

Playful – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively.

Acceptance – actively accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on behaviour.

Curiosity – trying to find out about the behaviour without judgement – correction with connection. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.

Empathy – feel into their experience and empathise with the child to help them to make sense of their big feelings. 'No wonder you're feeling x. It is painful when y happens.' 'So, you're letting me know that you are feeling really miserable right now.... I can understand that...'

2. High Expectations of Self and Others

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. The importance of expectations is demonstrated most forcefully by the Rosenthal and Jacobson study, where they found "What you expect is what you get". We have high expectations of all children and staff at St Columb Minor Academy and ensure that these are clearly communicated with our whole school community.

There is no place in our school for the following unacceptable behaviours:

- Bullying
- Abuse of any kind
- Spitting
- Physical aggression
- Throwing dangerous objects
- Threatening/intimidating others
- Verbal aggression
- Swearing
- Rudeness to others
- Dishonesty or stealing
- Ruining others property or work
- Ruining our own property or work
- Fighting
- Vandalism
- Refusing to follow instructions
- Leaving the class or hiding
- Climbing unsafely
- Bringing dangerous items to school



3. First attention to the best conduct

At St Columb Minor Academy, we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one. We always endeavour to give first attention and recognition to those children who are meeting our expectations. This is done through:

- Public praise of those children doing the right thing – “It is noticed when we do the right thing”
- Inviting children who have worked ‘over and above’ to share their learning with others in the school
- Regular, consistent use of the ‘Pearl’ system for positive recognition
- Weekly ‘Pearl’ certificates for positive behaviour in assembly
- Elected and applied for Jobs and responsibilities within the classroom and the wider school
- Sharing achievements in assembly, class and social media with parents and our school community
- Year 6 ‘Super 6’ awards for being role models of our school

4. Relentless routines

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe we must teach them explicitly to our children and consistently remind them until they become embedded as positive habits. At St Columb Minor Academy we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful** and **safe** throughout the school.

Activity	What does this look like in our school?
Lining up	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Walking around the school	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Entering/leaving assembly	<ul style="list-style-type: none"> ▪ Children and adults enter as above. ▪ We use thinking minds and so sit in quiet reflection. ▪ At the start of the assembly, we share our assembly promises – thinking about the words. ▪ We leave calmly when signalled by our adults.
In the lunch hall	<ul style="list-style-type: none"> ▪ We enter the hall sensibly. ▪ We remove our coats and hats. ▪ We wait calmly as we approach the servery. ▪ When receiving our lunch, we say thank you to the lunchtime team. ▪ We use our knife and fork to eat a hot meal. We are guided to practise this skill by others.
Around the school	<ul style="list-style-type: none"> ▪ We hold doors open for one another. ▪ We pick up any objects/litter that we see. We pick coats and bags up off the floor and hang them on pegs to keep our school safe.



End or break/lunch	<ul style="list-style-type: none"> ▪ We stop quickly when we hear the 1st whistle at the end of break. All children are expected to stop. ▪ At the 2nd whistle we walk calmly to the place where we line up.
Gaining children's attention	<ul style="list-style-type: none"> ▪ We use a silent stop signal when adults require our attention. ▪ When we are engaged in an activity this is accompanied with a countdown from 5.
Addressing excessive noise levels	<ul style="list-style-type: none"> ▪ The volume of noise in our learning environment should be matched to our activities..... Sometimes it will be buzzy, sometimes quiet, and sometimes silent. ▪ Our adults will use the silent stop signal to remind us.
Answering questions/feedback	<ul style="list-style-type: none"> ▪ Discourage the use of hands up wherever possible. Use alternative methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling)
Leaving the classroom	<ul style="list-style-type: none"> ▪ Children must always ask for permission to leave the classroom.
Moving around the classroom	<ul style="list-style-type: none"> ▪ Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time. ▪ If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.



St Columb Minor Academy rewards and Sanctions System

Rewards

Whilst we believe that the curiosities and wonder of being in classrooms filled with exciting learning should be the intrinsic motivator for children to present positive behaviours, we know that the use of extrinsic motivators help children to engage their focus. Therefore, we use some extrinsic motivators to create a culture of 'celebrating positive behaviour' in our school community.

Praises and the Pearl reward system

- All pupils and staff know our 3 Rules of **we are ready, we are respectful, we are safe**.
- All teachers and support staff should spend time explaining and exemplifying what these Rules mean, look like and sound like. The rules apply to every area, and every minute at school.
- Pearls – leading to whole class reward each half term (*The pearl reward time is highly motivational extra-curricular activities on offer across the school. Children choose these with their peers. This can be adult or child led, for example disco's, scooters/skateboards, smoothie-making, bring your own toy, nail varnish club.*) It is important that the choices on offer stay fresh, exciting, motivational and follow children's interests.
- Teachers can use their own judgement to keep motivation high through the half term (e.g. If we earn 20 pearls this week we get 15 minutes choosing time)

Sanctions

All children have the right to learn in classrooms that are free from disruption and feel safe. At times there may be a need to use sanctions as a consequence of poor behaviour choices to act as a deterrent for those still learning how to choose positive behaviour. If a child falls below our expectation of being **ready, respectful or safe**, we will follow a 5-step approach:

1. **Remind and refocus:** discretely and gently remind children about our rules and expectations. Be clear about which expectation they are not meeting. "I am expecting you to..... (listen to the teacher) "Can you make a safe choice' 'Was that respectful?'
2. **Caution:** Offer help and support e.g. "This behaviour is stopping learning. What do you need to behave safely?" "Help me understand which part you are finding tricky." "How can we make this easier for you to manage?" If they re-engage, ensure that this is positively reinforced by swiftly and non-verbally giving them a pearl or non-verbal/verbal praise
3. **Last chance:** acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around. Remind them that they could lose 5 minutes of their playtime/lunch/reward time. If they re-engage, ensure that this is positively reinforced by swiftly
4. **Time out:** If after following the steps above, they are still unable to be ready, respectful and safe they will be taken to a buddy class or to a quiet area with an adult for time out. They will be expected to complete an appropriate task set by their teacher. On return, they will return back to learning or play with their class. Parents will be informed that their child has reached this stage and informed of any lost learning. This will be logged by class teacher and can be time out of class, playtime, reward time.



5. **Headteacher/SLT:** If the behaviour continues or escalates, the headteacher or member of SLT can be called for support. Parents may be invited for a meeting if behaviour has reached this stage.



Following a meeting with parents, we may use several strategies to support children, and where necessary families. This may include:

- Bespoke behaviour plans
- Home school communication book
- Regular behaviour meetings
- Referral to Early Help/other agencies
- In class learning aids
- Adaptations to the child's timetable
- TIS intervention
- Nurture provision such as draw and talk, lego therapy, ELSA

"Too often we forget that discipline really means to teach, not to punish..." (Dr. Dan Siegel, 2020)



Our Adaptive approach to behaviour for pupils with additional needs

We recognise that our universal approach to managing positive behaviour will be achievable for most of our learners. However, we know some of our children will need a more bespoke, adaptive approach through child centred behaviour plans.

These individual plans are co-created by our SEN team, Class Teachers, the Parents and the child. They feed into our whole school approach and as with other forms of individual support are designed to move children supportively from where they are to a place where they can achieve independently, like their peers.

Logical Consequences

At St Columb Minor Academy we believe in the impact of logical consequences. The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules. Logical consequences help children look more closely at their behaviours and consider the results of their choices.

Unlike 'punishment', where the intention may be to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes, understand the impact of their positive or negative behaviours in a supportive atmosphere.

5. Follow up and repair

At our school, a vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future. We want them to understand that there can always be a fresh start and that the staff at St Columb Minor Academy will always hold them in unconditional positive regard.

If a child has been cautioned or had time out in another class, this **must** be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next break time when the child is calm or ready to talk. This is an opportunity to talk things through and as a natural consequence of needing to talk about the behaviour, children will miss all or part of their break depending on the conversation and reflection required. This could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions, 'put things right' and repair their relationships so they are not left with toxic shame. We also recognise that 'forced apologies' will have little impact for any of the parties involved.

Empathetic, supportive attachments and relationships are essential to optimize brain development as 'the attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures' (Siegel, 2012)



Structure of the restorative conversation

EYFS and Key Stage 1	Key Stage 2
<ul style="list-style-type: none">Can you help me understand what's happened?Who has been harmed and in what way?What needs to happen now to put things right and ensure this never happens again? Discuss any 'logical consequences.'	<ul style="list-style-type: none">Can you help me understand what you think happened?How did you feel?What were you thinking?How do you feel now?What are you thinking now?Who has been affected?What needs to happen now to put things right? Discuss any 'logical consequences.'How can we do things differently in the future?

Following the restorative process, we always adopt a 'fresh start' approach.

Serious Incidents

If a child's is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be removed from the situation or others around the child moved to make the situation safe. Our 5-step approach will move directly to step 5 and the headteacher/SLT must be informed. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section below) Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents.

It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

Suspensions and permanent exclusions

At St Columb Minor Academy, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

“Just 7% of children who were permanently excluded and 18% of children who received multiple fixed period exclusions went on to achieve good passes in English and maths GCSEs, qualifications that are essential to succeeding in adult life”. (Timpson Review, 2019)

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA.



The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any suspensions. The LGB itself cannot either suspend a child or extend the suspension period made by the Headteacher.

SEND

As much as all classrooms embody our nurturing ethos, some children who need extra support may access additional nurture provision through our 'Reef'. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, illness, family breakdown) that has affected a child's wellbeing.

Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in The Reef before being integrated back into their class.

A child may be identified by a class teacher as needing extra emotional support and the SENDCo will be informed. This may result in a child receiving extra support from play sessions, play therapy, Lego therapy and/or counselling. Additional provision will always be discussed with parents and the child.

Continued presentation of challenging behaviour will be supported by an Individual Education/Behaviour Plan and referrals may be made to establish if there is an underlying issue. Staff will receive training for managing children with or without a clinical diagnosis.

Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At St Columb Minor Academy, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

- Holding relationships as one of our core values
- Using de-escalation techniques such 'PACE' and emotional coaching
- Ensuring that staff receive appropriate CPD and training
- Use of bespoke behaviour and support plans where necessary
- Individualised timetables and provision to meet individual needs
- Involvement of parents and the young person
- Involvement of other professionals and agencies where appropriate



The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

There are times when staff may need to use 'reasonable force'. In order to keep members of the school community safe from harm. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children. It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed.

Pupils' conduct outside the school gates

The law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school depending on the incident

