



**Trevisker**  
Primary  
School



**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 01841 540363 or email [trevisker@kernowlearning.co.uk](mailto:trevisker@kernowlearning.co.uk)

# Behaviour and Relationships Policy

## Philosophy

At Trevisker School we believe that:

- Successful learning can only take place when a child feels happy, safe and secure.
- An atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility based on respect for all people.
- There must be clear expectations of acceptable behaviour promoted by the Trevisker Virtues.
- A behaviour policy must be based on a whole school approach focusing on the positive use of praise and reward alongside firm boundaries rather than negative criticism and punishment.

## Aims

To establish a school ethos that:

- Celebrates the contribution of children and adults to the whole school community
- Creates an environment of safety, connection and compassion
- Promotes self-discipline
- Encourages a respect of self and others
- Develops a community where articulate children understand their own behaviour and the response of other people towards it.

## Objectives

To provide a consistent and clear framework for maintaining a safe, happy and enriching learning environment by:

- Developing respectful, supportive and positive relationships through ongoing TIS training
- Providing regular opportunities to understand the Trevisker Virtues
- Providing a wide range of incentives and positively feeding back on good behaviour
- Regularly re-visiting and discussing class and school expectations and sanctions
- Ensuring Circle Time and PSHE lessons are a consistent and valued part of the timetable in each class
- Providing emotionally available adults who demonstrate unconditional positive regard
- Ensuring children maintain a capacity to learn despite challenges they might face.

## Skills

Our positive approach to discipline should foster the development of skills related to both the child as an individual and relate to their role as a member of society.



### **The child as an individual:**

- Listening and talking
- Self-organisation
- Self-discipline
- Self-confidence
- Creativity
- Problem solving
- Responsibility

### **The child as a member of society:**

- Co-operation and collaboration
- Participation
- Leadership
- Decision-making and negotiation
- Conflict resolution

### **Attitudes**

Addressing personal and social issues in Circle Time, PSHE and RE lessons to develop such personal qualities as:

- An awareness of empathy
- Self-discipline
- A sense of humour
- Tolerance towards others
- A pride in accomplishments

### **Early Years Foundation Stage**

At the Foundation Stage, successful personal, social and emotional development is vital and gives children the best opportunity for success and engagement in all other areas of learning. The children learn to respect and value themselves and others, they learn the importance of friendship and relationships and are encouraged to develop a positive disposition to learn.

### **Contribution to the Curriculum**

Our behaviour and relationships policy contributes to the whole curriculum and all aspects of school life by creating an environment where all children can learn effectively and fulfil their potential across all subjects.



## Equal Opportunities

Our whole school approach aims to apply similar and high expectations of appropriate behaviour to all children. However, we do not operate a 'one size fits all' approach to behaviour and the needs of individual children are taken into account. Our rewards and sanctions are both developmentally and trauma informed and rigorous support is put in place for those having difficulty meeting these expectations. The language that we use does not reinforce stereotypes and we recognise that it is the behaviour that should be focused on for improvement, not the child.

At Trevisker, we appreciate the need to be aware of, and consider, differences in disability, race and faith, sex/gender, sexual orientation, age, income, and geographical factors as well as harassment and discrimination and how they may affect the curriculum and school ethos.

This is linked with our equality policies and regular staff training which are reviewed regularly.

## Strategies and Approaches

- Trevisker Virtues are displayed in the hall, on house point tickets and in each class
- Our virtues are: resilience, trust, patience, caring, helpfulness, courage, respect, honesty and enthusiasm
- Weekly Virtues and Celebration Assemblies highlight and teach the above
- Whole-school, class and individual reward systems are used consistently
- Use of School Councillors, Learning Ambassadors and Playground Pals to model and promote positive behaviour
- Staff interacting with kindness and compassion at all times
- Staff training in the art of good listening, understanding and empathy
- Trauma Informed School processes to support those having difficulty meeting expectations i.e. nurture sessions and check-ins
- Use of reflection areas in classrooms with well-being resources available to pupils
- Provision of regulation spaces, including nurture and sensory rooms, in and around the school.
- Provision of emotional regulatory activities (physical and verbal) and sensory toys/stress relievers
- Classrooms and resources are arranged appropriately
- Children have clear instructions at the onset of all activities
- Praise is given quickly, consistently and clearly (including global praise)
- Making sure the child is aware of why s/he is being praised.

## Noise Level

Within the school, the raised hand or rhythm clapping is used to gain silence or promote a calm learning environment. In the playground, the use of the whistle may be reinforced by putting a hand in the air for silence. The expectation to follow the Trevisker Virtues, rewarded by house points, applies throughout lunchtime and playtimes.



## Incentives/Rewards

- Work of the Week
- House Points
- Celebration and Virtues assemblies
- Head teacher's awards
- Verbal praise and recognition
- Individual and class reward systems (these may vary)
- Lunchtime House Points, stickers and Lunchtime Award
- Special Mentions Book in Assembly
- Special responsibilities

## Interventions/Consequences

There is a clear series of actions that escalate in stages to give a child the opportunity to make better choices with their behaviour. These are Trauma Informed and developmentally appropriate. If deemed appropriate, a TIS referral will be made and either TIS support from the classroom team or Nurture Sessions with the TIS practitioner can be put in place at any stage.

- Verbal warning to improve behaviour
- Warning card (yellow) to improve behaviour. This is recorded by the teacher.
- Another warning card (red) within a school week results in a class exclusion. Children spend ten minutes in another class and write a letter to Miss Thorpe or Mrs Pitcher. A record of this is sent home to parents.
- Two class exclusions within a short period of time results in a lunchtime detention and parents are requested to meet with the SLT.
- Behaviour Report – if a child continues to display inappropriate behaviour increased monitoring will be put in place and parents will be asked to meet with the SLT or teacher each day to discuss their child's progress and next steps.

## Lunchtimes and Wraparound Care

- Regular meetings will be held with support staff
- Opportunities for ongoing TIS training and support
- Equipment, quiet areas and use of games will be regularly reviewed
- Lunchtime incentives – House Points, stickers, Lunchtime Award
- Lunchtime sanctions – one verbal warning, continued inappropriate behaviour in the same lunchtime is reported to the class teacher or head. Teacher then initiates the sanctions systems.
- Increased monitoring by SLT and TIS check-ins as necessary.
- Playground Pals system to promote positive playtimes

## Further Support



Some children may continue to present with unexpected behaviour in the long term. School and parents will need to work together on agreed, achievable targets, with motivating rewards. Pupils could be given responsibility to build their self-esteem, may be involved in supervised practical tasks or additional staffing may be put in place. There will be an agreed contract with parental involvement and an Individual Behaviour Plan.

In the case of extreme behaviour such as violence, no warning is given and parents are immediately notified. Additional measures, such as suspension, exclusion or a reduced timetable may need be put in place, which may involve the Trust, the Behaviour Service or other outside agencies.

### **School & Home: Working together**

We recognise the importance of home and school working co-operatively at all times and particularly when a child demonstrates through their behaviour that they need specific guidance and help. We have an open-door policy where we keep in close contact with parents at all times, so that any issues that might arise can be discussed and worked upon together. To facilitate this a Home/School diary can be used to keep in touch and to monitor behaviour and to celebrate what has gone well across the day.

