



Charlestown
Primary School



Behaviour and Relationships Policy

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Scheduled Review Date	Summer 2024 (extended to Autumn 24 on 07.05.24)
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

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

Rationale

At Charlestown Primary School 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 Charlestown Primary School 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. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised.

Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual’s level of need. These are referred to as Wave 1, 2 and 3 in this policy. Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Wave 1

Our Key Principles for Positive Behaviour:

1. Adults as positive role models
2. High expectations
3. Relentless routines
4. Prioritised recognition of best conduct
5. Clear and consistent rewards and consequences
6. Follow up and repair

1. Adults as positive role models

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 Compassion, Honesty, Perseverance, Respect, Self-belief, Collaboration. We believe that when all adults conduct themselves 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:

- Understand that behaviour that challenges is not a choice but is a communication of an unmet need.
- Recognise that the child is separate from the behaviours that they may exhibit
- Place a high priority on prevention before consequences
- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Prioritise recognition of best conduct
- Address and discuss unwanted behaviours ‘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. Placing positive professional relationships at the heart of all we do

Charlestown Primary School values parents/carers as experts. Building and maintaining these relationships is vital to keeping children at the heart of what we do. Knowing our children well enables us to provide quality first teaching for all and places a young person's sense of safety and security centrally in our approach to classroom management.

We understand that positive behaviour is a result of excellent relationships between adults and children and informs our well planned and delivered curriculum, which then stimulates children to learn, ask questions, debate, and challenge themselves.

To achieve this, we will regularly invite parents into school to celebrate learning and take advantage of any area of the curriculum where parents can be a part of our learning journey together, including education off site (e.g. trips, sporting events etc).

We will always contact parents to discuss any concerns regarding behaviours so we can work together to meet the needs of all children and provide consistency between home and school.

3. High Expectations

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 Charlestown Primary School and ensure that these are clearly communicated with our whole school community.

At Charlestown Primary School, we view certain behaviours as unacceptable. Behaviours that are deemed as unacceptable include, but are not limited to, the following:

- Bullying (the repetitive, intentional hurting of one person or group by another person or group - please see our Anti-bullying policy for further information)
- Abuse of any kind
- Assault of any kind
- Racist, sexist, homophobic or discriminatory behaviour
- Spitting
- Throwing dangerous objects
- Verbal aggression/swearing
- Dishonesty or stealing
- Fighting
- Vandalism
- Refusing to follow instructions
- Risking own safety and/or the safety of others
- Bringing dangerous/prohibited items to school

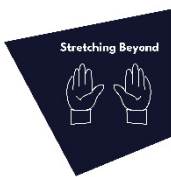
4. Relentless Routines

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 Charlestown Primary School 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 'Wonderful Walking'	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves - placing our hands by our side encourages us to do this. ▪ 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"> ▪ We enter the hall 'wonderfully walking'. ▪ We use thinking minds during assembly and so we sit quietly, listening carefully. ▪ 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 a knife and fork to eat hot meals. We are guided to practise this skill by others. ▪ We use 'indoor voices' to keep the volume of the lunch hall controlled and calm.
Around the school	<ul style="list-style-type: none"> ▪ We walk to the left of the corridor. ▪ We smile at people we pass. ▪ 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 first whistle at the end of break. ▪ At the second whistle, we walk calmly to the place where we line up.
Gaining class attention	<ul style="list-style-type: none"> ▪ We use a silent stop signal when adults require our attention.
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"> ▪ When we are asked questions as part of our lessons to support

	our learning, we think carefully about the answer. Instead of putting our hands up to answer a question, we share our ideas with the adults and our classmates in lots of ways such as: think, pair share, popcorn, wave, paraphrase, partner feedback etc.
Leaving the classroom	<ul style="list-style-type: none"> ▪ We ask for permission to leave the classroom. ▪ We are signalled to line up by our adults using 1, 2, 3 finger signals.
Moving around the classroom	<ul style="list-style-type: none"> ▪ We are signalled to move to and from the carpet and our table or from our tables to the door to line up by our adults using the 1, 2, 3 finger signals. ▪ We will be considerate when we move around the room to retrieve resources or equipment so that it does not disrupt our or other's learning.

5. Prioritised recognition of the best conduct



At Charlestown Primary School, we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one. We always endeavour to give prioritised recognition and attention to those children who are meeting and exceeding our expectations. Within our Trust we use the phrase 'stretching beyond'

This is done through:

- Public praise of those children doing 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 'Praise Point' system for positive recognition
- Weekly 'Praise Point' recognition for positive behaviour in assembly
- Weekly certificates presented 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 'Prefect' awards for being role models of our school

6. Clear and Consistent Rewards and Consequences:

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.

Recognition and the 'Praise Point' 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 of school as well as towards every person.
- For a child recognised to be demonstrating behaviours or attitudes that go '**over and above what is expected of them**', they will receive a Praise Point. Praise Points are in the form of a physical white token branded with the Charlestown Primary School logo.
- Once a Praise Point has been received by a child, they will add it to the token jar in their classroom allocated to their House Team.

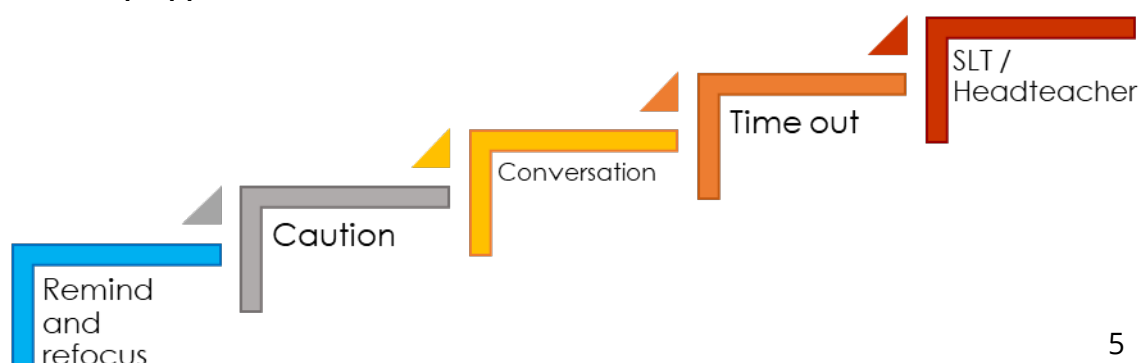
- Praise Points are counted at the end of each week and House Team with the highest number of collected Praise Points will earn a House Team reward (an extra play time session).
- Throughout the half term, the weekly earned Praise Points for each House Team will be counted up and added to a whole class running total. If the whole class total reaches the pre-determined target by the end of the half term, the class will earn a Praise Point Reward Session where they will take part in an extra-curricular activity chosen as a class from the selection of activities on offer across the school. Children choose these highly motivational activities with their peers. They can be adult or child led, for example mini disco's, bike/scooter session, bring your own toy/ game etc. It is important that the choices on offer stay fresh, exciting, motivational and follow children's interests.

Managing and Modifying Behaviours

All children have the right to learn in classrooms that are free from disruption and feel safe. At times there may be consequences for 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:** children are discretely and gently reminded about our rules and expectations. It is made clear which expectation they are not meeting e.g. *"I am expecting you to...(listen to the teacher)"* *"We must keep ourselves and others safe"* *"It is important to be respectful at all times"*
2. **Caution:** If a child continues to demonstrate behaviour that is not expected, a Think Token will be subtly placed on their desk. Think Tokens work towards encouraging children to consider the behaviour/attitude they are demonstrating and think about how they can correct this behaviour and make better future choices. *"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, this is positively reinforced.
3. **Conversation:** at this stage, a second 'Think Token' is discretely placed on the child's desk and they will be asked to speak to an adult at the end of the lesson to have restorative conversation about their behaviour and discuss reasons for their actions. During this conversation, children's feelings and difficulties are acknowledged whilst providing them with clear choices of what to do next. This is aimed at supporting them to turn things around so that the rest of their day heads in a positive direction. If they re-engage, ensure that this is positively reinforced.
4. **Time out:** If after following the steps above, a child is still unable to be ready, respectful and safe, they will be required to work for the remainder of that lesson in their 'Buddy Class' or a quiet area with an adult. They will be expected to complete an appropriate task set by their teacher. On return, they will resume learning or play with their class. This will be logged by class teachers and parents will be informed that their child has reached this stage.
5. **SLT/Headteacher:** If the behaviour continues or escalates to a point that a child becomes significantly at risk of harm, a member of SLT can be called for support. Parents would be invited for a meeting if behaviour has reached this stage, and an 'Incident Reflection Log' will be completed (see appendix B).

5-Step Approach



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

5. Follow up and repair

At our school, we want children to understand that there can always be a fresh start and that the staff at Charlestown Primary School will always hold them in unconditional positive regard. 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.

If a child has had two 'Think Tokens', 'time out' in another class or has had Headteacher/SLT involvement as a consequence of their behaviour, 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

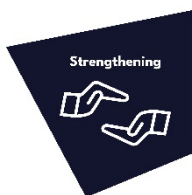
development as 'the attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures' (Siegel, 2012)

Suggested 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.

Wave 2



We recognise that some of our pupils will need support in addition to (and sometime different from) Wave 1 to thrive in our environment. Within our Trust we use the phrase 'strengthening'

Before any child accesses anything additional or different from Wave 1, parents will have been contacted, on the day, by the class teacher, to say that your child reached the time out stage, or they have spent time with SLT / headteacher. During these discussions, both class teachers and parents will try and identify support that will enable the children to communicate their needs in a safe and respectful way or be able to fully understand what they were trying to communicate, if this is not yet known.

If this is occurring frequently, both parties may decide that the child requires tailored

support. We may use several strategies to support children. A bespoke plan will be shared with the family and review meeting will take place every 2-3 weeks between the class teacher and parents. There may be times where it is appropriate for other members of the school or Trust team to be present.

Strategies can include, but are not limited to the following:

- Additional personalised incentives (See appendix A)
- Home school communication book
- Adaptations to the child's timetable
- Tailored communication strategies within school
- Increased time to meet with trusted adults
- Additional training for staff
- TIS intervention
- Nurture provision such as draw and talk, Lego therapy

During these regular meeting, it may become clear that the child's needs are such that support can slowly be reduced so they are able to use the Wave 1 approach again. It may also be clear that more support is needed.

Wave 3



In some cases, children need more support than Wave 1 and 2. Within our Trust we use the phrase 'securing'. We would then seek additional support from outside our school. Our Trust has a wealth of knowledge and expertise that we can seek including, but not limited to, our Trust Behaviour Specialist, our Trust Speech and Language Specialist and our Trust SEN lead. We also have access to the country Educational Psychologists, via a referral system, however this is not an exhaustive support, and we have a limited time allocation. In some cases, children may have education off site from Ofsted approved providers and other providers which the school would perform regular safeguarding checks.

All these systems would give the families and school a bespoke set of strategies or package that would usually be time limited. These objectives of this package would be reviewed at a time frame advised by the supporting professional, the aim of these is to enable the child to have the right support to access their education.

Serious Incidents

If a child 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 Charlestown Primary School, 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.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension or 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.

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 Charlestown Primary School, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges. We consistently aim to 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

Appendix A Examples of 'Additional personalised incentives':

Positive Behaviour Chart

This chart belongs to _____

Day of the Week _____

I will follow an adult's instructions.

Welcome Time ★	Phonics ★	Playful Learning ★	Super Sentences ★	Lunch ★
Busy Job ★	Maths ★	Playful Learning ★	Outdoor Activities ★	Yippee! ★

Name					
Class					
Start Date					
Aims	To follow adult instructions with respect. To complete my work without disrupting the learning of others. To work on keeping calm, safe and sensible when I feel upset, angry, disappointed or bored.				
Sticker chart					
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	○	○	○	○	○
Writing	○	○	○	○	○
Break	○	○	○	○	○
Mathematics	○	○	○	○	○
Lunch	○	○	○	○	○
Afternoon lesson 1	○	○	○	○	○
Afternoon lesson 2	○	○	○	○	○
End of day comment:					

Key	
	I have followed adult instructions with respect the first time they are given. I have completed my work to the best of my ability and without distracting others.
	I have followed adult instructions with respect. I have completed my work and without distracting others.
	I have followed adult instructions with some additional support and encouragement. I have completed some of my work.
	I have chosen not to follow adult instruction. My choices have been disrespectful to others and have distracted others from their learning.

Positive Behaviour plan for: KS2 Week start: _____
To get a green sticker I must follow instructions.

	8:40-8:50	8:50-9:50	9:50-10:10am	Break 10:10-10:20am	10:20-11am	11-12pm	12-1pm	1-2pm	2-2:55pm	Comment
Monday	●	●	●	●	●	●	●	●	●	Two blues - great!
Tuesday	●	●	●	●	●	●	●	●	●	Well done
Wednesday	●	●	●	●	●	●	●	●	●	Time out as didn't want to go into chair- turned it around.
Thursday	●	●	●	●	●	●	●	●	●	
Friday	●	●	●	●	●	●	●	●	●	A great day!

- WOW - Amazing
- ✓ doing as asked
- mostly doing as asked/some persuasion needed
- not following instructions/refusal.

Appendix B

Incident Reflection Log

Incident Reflection

This form is design to support teachers and support staff in their reflections following an incident that has led to a call for support from the senior leadership and/or pastoral team. **This is not a reporting system and DOES NOT replace MyConcern.**

Following these incidents, it is important to unpick what has happened and what could be done differently next time. With this in mind, please consider:

Name of child concerned:	Class:
Considerations to be taken in to account in relation to this child and their needs.	
What happened in the time that led to the incident?	
Please detail the incident as succinctly and factually as possible.	
What was the scaffolded learning/provision planned for this child in this lesson/break?	
Does the child concerned have an individual plan e.g. behaviour plan? YES/NO	
If no, does a plan need to be considered for this child to help avoid a similar occurrence happening more frequently?	
If yes, which aspects of the plan were followed effectively?	

Which aspects were not followed as effectively as they could have been? Why was this?
Is a phone call to the child's parent needed? YES/NO
Is a phone call required to the parents of any other child/ren affected? YES/NO
What have been the key lessons learnt?
What are the key actions required? Please specify a date by which these will be actioned and remember to include communication with colleagues e.g. changes to behaviour plan, reminders about policy/procedures/process etc.

Reflection completed by:

Date: