



King Charles
Cof E Primary School



Behaviour Policy

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School or Trust Policy	Trust

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#AsOne
Kernow Learning

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1. Introduction and Principles

Behaviour Policy Trust Introduction

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our school behaviour policy is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Trust Core Shared values of *strength, wisdom* and *courage* and our philosophy of *working hard, helping others*, and *being honest*.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community. It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all working in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.

Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

King Charles School's core vision of being a school "*where everyone shines*" is the driving force of this policy. We seek to fulfil this vision in numerous ways, but primarily through adopting a Trauma Informed School approach (appendix 1) to create a caring learning environment. We do this by:

- Promoting self-esteem, self-discipline and the building of positive relationships based on mutual respect;

- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures;
- Commitment to staff training;
- Promoting and teaching positive behaviours for learning and life;
- Ensuring fairness of treatment for all;
- Encouraging respect for self, respect for others and respect for the environment;
- Promoting good behaviour through the School's commitment to positive praise and reward

2. Roles and Responsibilities

King Charles School has established, in consultation with our Trust, staff and pupils, this policy for the promotion of good behaviour, which will be reviewed annually. The school will ensure the policy is communicated to pupils and parents/carers; that it is non-discriminatory; and that expectations are clear.

The Headteacher and Senior Leadership Team will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes supporting staff faced with challenging behaviour.

All staff (both teaching and support) will be responsible for ensuring the policy and procedures are followed and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. Staff are responsible for creating positive relationships in classrooms, as well as the other areas of the school. All staff are encouraged to seek support from Senior Leaders if there is any difficulty in applying the policy. The Headteacher will treat any failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will be responsible for the behaviour of their child(ren) inside and outside the school and are asked to support the policy in partnership with the school. Feedback regarding the effectiveness of the policy is encouraged and any complaints should be addressed in-line with the Complaints Policy.

3. Approaches to Developing Positive Behaviours

As a School, we endeavour to:

- Provide high quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents/carers;
- Plan and deliver social, emotional and academic learning with explicit feedback across the day, including within the classroom, alongside academic learning, and during transitions and break times;
- Apply Trauma Informed School assessment, on a regular basis, enable a strategic response to individual, group and cohort development, and therefore inform next steps.
- Plan and deliver programmes of PSHE, (Personal, Social, Health Education) and Citizenship, which provide rich opportunities for pupils' personal development and growth within, and outside of, the school environment.
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;

- Reflect on incidents (where behaviour choices are made that are against the Trust's agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Identify opportunities for structured, tailored, group and individual programmes, creative activities and outdoor learning as part of the School's curriculum planning;
- Work in partnership with parents and carers, and the wider community;
- Support pupils with individual needs to ensure they can manage within behaviour expectations and boundaries that are recognised as fair and consistent for all.
- Apply positive, clear and consistent responses, within boundaries, that offer safe containment for all pupils;
- Recognise that supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Communicate explicitly to pupils what behaviour is expected in different circumstances;
- Communicate the consequences for appropriate and inappropriate behaviour choices to pupils, staff and families
- Apply Fixed Term Internal or External Exclusions as part of a positive behaviour approach;
- Encourage adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulate as needed;

- Reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Monitor and review, at regular intervals, the school's expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities.
- Welcome all children and families into our School community, wherever possible.
- Take action if behaviour impacts adversely on others and/or inhibits learning.

4. Behaviour Practices and Procedures

“Classroom management is not about having the right rules, it’s about having the right relationships” - Danny Steele

King Charles School values learning and everyone within our community. The uniqueness and diversity within our staff, student and parent/carer body is valued and celebrated. Everyone is a learner and everyone is deemed to have an ‘elastic’ capacity to learn. We make provision for developing the emotional learning of all our pupils, but most particularly for the most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one’s own feelings.

Responsibility for one’s own learning is highly valued. Independent, resource-based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes, and these can be addressed as a part of promoting learning.

Adults within our School community have a responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates diversity

Talking about Bullying

As part of our school and Trust’s policy towards bullying (which can be seen in full in our Anti Bullying Policy), we encourage open discussions with our pupils about what bullying is. These are shared with pupils through the poster (right) and used as a basis to structure conversations in classes or when bullying behaviours occur.

Full details on our approach to bullying can be found in the Anti Bullying Policy.



5. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

At King Charles School, we know that a **strong, positive classroom culture** ensures that we're ready to learn and supports children’s social and emotional needs and development. Children thrive in a community where everyone contributes and everyone is valued - **where everyone shines!**

At King Charles we have thought carefully about what this looks like and what we expect from all members of the class: adults and pupils alike. We ensure that expectations are clear and that it's a place where our values of **teamwork**, **friendship**, **achievement**, **aspiration** and **creativity** can be lived out.

A purposeful classroom culture teaches children the **social-emotional skills** they need to succeed in the world – in and out of school. These skills include understanding and managing emotions, setting and achieving goals, feeling and showing empathy for others, maintaining positive relationships, and making responsible decisions.

We encourage **resilience** towards all we do in school (and life) and enable our classrooms to be spaces where making mistakes is fine and we're not afraid to make them.



Our **School Rules** underpin our expectations of behaviour. These can be seen below, and in each classroom, as part of our approach to classroom management and creating a positive environment. Each class

creates their own charter or agreement which shows what these rules look like in action in their individual classroom.

Good behaviour is essential to a positive environment in which we can all learn. Across our school, we expect our pupils to use **Marvellous Manners** and we recognise this with praise, rewards and special stickers. What our pupils and colleagues expected were consulted upon and we arrived at this agreed collection of manners that we feel are important to living well together.



Speaking and Listening skills are not just behaviours and skills for the classroom, they are skills and behaviours for life. We all know that listening carefully helps us learn and that speaking well helps us explain our learning and ask questions. To support our pupils, we make it clear exactly what good speaking and listening look like. Through our curriculum offer and everyday life in our school, we teach, encourage, model and reward these skills which are seen in the posters below.

We are star listeners!

We know that these are important skills to be a good listener

- S**til I am still and focused whilst others are talking.
- T**rack I track the speaker and look at them.
- A**ttention I give the speaker my attention.
- R**espond I respond politely and appropriately.

Super Speakers!

We use these skills when we are speaking.

- S**entences I answer in full sentences.
- H**ands I think about where my hands are.
- A**rticulate I speak clearly and fluently.
- P**roject My voice is the correct volume.
- E**ye contact I make eye contact with others.

The ZONES of Regulation

Zones of Regulation

We support our pupils to be in a calm, ready and alert state for learning by using the Zones of Regulation to talk about how we're feeling. At King Charles we recognise that children need to be taught about feelings and how to explain them – emotional literacy is central to good mental health, building empathetic and understanding relationships and good behaviours for life.

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Using the language of the **Zones of Regulation**, we can support our pupils' **emotional literacy** - how they are able to talk about, recognise and explain how they, and others, feel.

Each classroom has a dedicated space and display that we can refer to when talking about feelings and where we can find resources to help us move from one zone to another.

6. Rewards

King Charles School's emphasis is on rewards and praise to reinforce and recognise good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that within each school every child is recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder*
- Awarding of points or stickers as part of classroom routines
- Certificates (with explicit reasons shared)

- Headteacher award
- Good news postcards – posted to families
- Recognition in Newsletter
- Website
- Use of social media e.g. Facebook
- Share good choices with other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil, whilst considering what is appropriate for individual children, might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

7. Initial Responses

If any child breaks the behaviour policy of King Charles school, initially they are given reflection time with an adult as appropriate.

We believe that the importance of ‘relationship’ within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key. By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can engage the child or young person’s brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Breakout spaces
- Time in
- Availability of an emotionally available adult
- Change of environment

The aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults’ holding consistent boundaries ensures our School feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The

situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; *Headteacher, Assistant Heads, SENDCo, Learning Mentor, Class Teacher, Teaching Assistant*. At every stage we will also maintain close communication with parents and carers. Sanctions may include:

- Verbal Reprimand
- Loss of privileges – remainder of breaktimes (if at break or lunch), golden time (KS1 and 2)
- Time out of class to reflect upon behaviour under supervision
- Lunchtime Club
- Being placed on an Action Plan

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Trauma Informed School hub spaces are often used for this purpose.

That being said, there are some situations that will provoke a more severe response from school:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying/Peer on Peer
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Bringing illegal items/substances to school
(Taken from the DfE guidance - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement)

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority.

Following an external exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents/carers are always informed by standard letter if a Fixed Term Exclusion has been given.

8. Support and Intervention

Behaviours are tracked at King Charles School through Ed:gen which is our school's Management Information System where all pupil details and associated records are kept securely. Senior Leaders within school analyse behaviour trends at least termly, and adapt provision as necessary – this may include identifying training needs for staff or putting into place support plans for individual pupils. Behaviour is reported to Governors termly as part of the Headteacher's Report.

9. Physical Restraint

Physical Restraint should be limited to emergency situations and used only as 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 teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why

- Be recorded and reported to parents

If restraint is required no adult should:

- Act in temper
- Involve themselves in a prolonged verbal exchange with the child
- Attempt to reason with the child
- Ask other children to be involved in the restraint
- Hold or touch sexual areas of the body
- Twist or hold limbs against a joint
- Bend fingers or pull hair
- Hold a child in such a way which restricts blood flow or breathing.

10. Safe Touch

As part of our safe touch policy, children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply

- Initially matching the pitch and volume of the child’s emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable consistently held boundaries.

11. Conclusion

“Educating the mind without educating the heart is no education at all” - Aristotle

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. King Charles School will work, wherever possible, in agreement and consult fully on actions and next steps.

12. Monitoring of this policy

For all monitoring of local policies, we adopt a rigorous and reflective approach. We take into account multiple perspectives on the effectiveness and success of the policy and procedures in question, including:

- the experience of the member(s) of staff designing and delivering the provision;
- feedback from our pupils and their parents/carers
- observations and feedback from staff – both internal and external
- engagement in research, relevant literature, and continuing professional development (e.g. relevant training/workshops).

These perspectives inform our action plans for each aspect of our school provision – with an emphasis on meaningful reflection, improvement and enabling everyone to flourish and shine.

Appendix 1 - Trauma Informed School

Trauma Informed Schools is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. A Trauma Informed School is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

The Vision of Trauma Informed Schools is:

Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”. We are appropriately training school staff to take on this task.

Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.

We also believe that for schools to become mentally healthy places for all, the value of wellbeing has to start at the very top, with organisations such as DFE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the wellbeing of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as pupil wellbeing a key performance indicator for our schools. - (Trauma Informed Schools website)

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across

the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

King Charles School recognises that it is important for adults to understand and to take into account the mental and emotional health of each child in order to help them differentiate their relationships with children and so to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school has access to a comprehensive reporting tool for tracking change over time (Ed:gen), for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development. The Trauma Informed Schools programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of the systematic actions.

With a programme of continuous provision, King Charles School's vision is for all staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-

regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' - Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.' - *British Educational Research Journal 2013*

King Charles School has a Trauma Informed Schools base which is the hub for this provision and offers supportive programmes for pupils in a variety of ways across the school day. There are 4 TIS practitioners within the school for the 2020/21 academic year.

Appendix 2 – King Charles School Behaviour And Discipline Procedure

June 2022

Our Philosophy

At King Charles School we believe:

- successful learning can only take place in a safe and happy learning environment;
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy;
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people;
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach of criticism and punishment.

Aims

This behaviour policy aims to:

- support the Christian ethos of the school where individual members of the school community can feel safe, valued and respected;
- promote self-discipline;
- encourage respect of self and others, regardless of differences;
- ensures children's standards of behaviour is acceptable and does not disrupt the learning of others;
- to promote good behaviour and relationships within our school and its wider community;
- develop a community where confident, articulate young citizens understand their own behaviour and the response of other people towards it
- enable all to learn and work together in a positive, respectful and supportive way;
- recognise and reward acceptable and positive behaviour.

Our Expectations

All classes agree and display the school rules which are common to everyone. Different classes agree and display additional rules and routines.

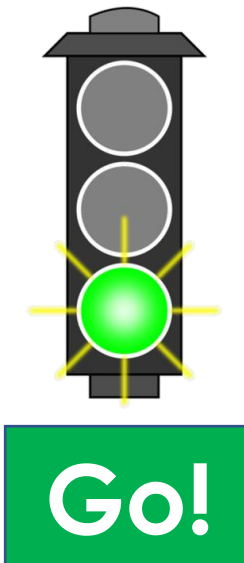
School Rules

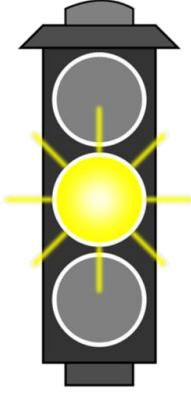
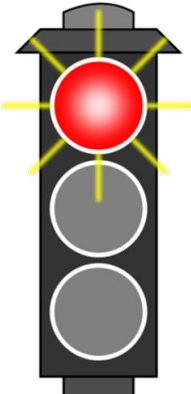
There are three Golden Rules that are the same throughout the school and underpin all of our expectations:

Everyone at King Charles School will:

- Show Good Manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

We use a tiered traffic light system to determine both acceptable and unacceptable behaviours to enable the children to understand consequences and responsibility. All incidents of unacceptable behaviours are logged using internal recording systems.

	Behaviour	Outcome of Behaviour
	<ul style="list-style-type: none"> • ★ Care for everyone and everything ★ • ★ Follow instructions with thought and care ★ • ★ Show respect and good manners at all times ★ • Using Marvellous Manners • Showing STAR listening skills • Using SHAPE speaking skills • Appropriate noise level • Being a KC Shining Star! 	<ul style="list-style-type: none"> • Praise • Keep and earn back Golden Time • Class-based rewards e.g. charts, stickers, raffles tickets, prizes • Move up! • Rewards stickers • Shine Award • Headteacher sticker • Sharing learning on newsletters and displays

 <p>Slow down!</p>	<ul style="list-style-type: none"> • Being inside when shouldn't be • Being unkind • Calling out • Distracting others • Not being truthful • Not following instructions • Not looking after belongings • Not using Toilet Manners • Pushing-in in the line • Rudeness to adults • Running in the corridors • Swearing or using offensive language • Talking in assembly 	<ul style="list-style-type: none"> • Clear verbal warning • Name on board • If this behaviour continues, lose 5 minutes Golden Time • After losing 15 minutes in one session, spend remainder of session with an Assistant Headteacher
 <p>Stop!</p>	<ul style="list-style-type: none"> • Being unkind <u>Several Times On Purpose</u> • Continuing to not follow instructions • Continuing to swear or use offensive language • Deliberately damaging any property • Fighting • Hurting an adult • Hurting another child • Leaving the classroom or learning space without permission • Spitting • Stealing • Throwing items • Walking away from an adult 	<ul style="list-style-type: none"> • If at break or lunchtime, lose the rest of this break and be taken to space outside SLT office • Lose 15 minutes Golden Time • Parents informed by class teacher - recorded on school records • Phase Leader informed • SLT informed at discretion of Phase Leader • SLT to decide on further actions