



Trenance
Learning Academy



Positive Behaviour Policy

| | |
|-----------------------------------|------------|
| Version Number | V3 |
| Date Adopted by Governors | March 2025 |
| Scheduled Review Date | Feb 2026 |
| Statutory or Best Practice Policy | Statutory |
| School or Trust Policy | School |

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning



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.

Introduction

As a Trauma Informed School, we pride ourselves on giving the right intervention and support at the right time. Every interaction is an opportunity to make a connection which supports positive outcomes.

At Trenance Learning 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 the South West 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 Trenance Learning Academy we follow our Golden Rules. The children must be given clear boundaries and expectations, a framework to act within and explanation of why we have our 6 Golden Rules.

- We are gentle
- We listen
- We work hard



- We are kind and helpful
- We are honest
- We look after property

These are displayed around the school and align with our core values. Our Key Principles for Positive Behaviour:

1. Consistent adult behaviour
2. High expectations, strong routines, structures and boundaries
3. Reflective conversations

Purpose

Good behaviour and positive atmosphere have the best chance of happening, when the whole school works together. The purpose of this policy is to give clear guidelines on code of conduct for the use of all children and adults at Trenance Learning Academy, differentiated for learning disabled children and adults as appropriate.

Consistent adult behaviour

At Trenance Learning Academy, we expect every member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, and visitors. We expect everyone's behaviour to reflect the core values of relationships, wellbeing, kindness, curiosity and creativity.

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. Remember...emotional wellbeing underpins all learning. Adults are expected to:

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

Audience

The Elton Report focused the thinking of schools on the ways of creating a positive atmosphere where major behaviour problems do not arise. It stresses the importance of creating consistent atmospheres in which good behaviour will become the norm. All the adults in the school must remember that their behaviour is a model for the children and their expectations influence how the children behave. A calm, relaxed atmosphere will give security to our children.

Practice

It is important that good behaviour is encouraged in a positive way. Smiling at the children, taking time to talk to them and giving praise are ways we can encourage acceptable behaviour. We can also share the children's achievements with their peers and parents. We also reward the children with more responsibility, celebrating achievements in assemblies, careful display of their work, use of TLA Tokens & TLA Tickets and the award of certificates. **The children should visit the Headteacher for exceptional praise and award.**



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

- Bullying
- Deliberately hurting others
- Disobedience
- Cheating
- Spitting
- Kicking
- Abusive language
- Stealing
- Rudeness to others
- Racial Abuse
- Swearing
- Dishonesty - lying
- Vandalism
- Violence

All occurrences of this kind of behaviour should be dealt with by the class teacher and referred to the Headteacher if necessary. Minor problems can be dealt with by any adults in the school, but a Senior leader will deal with continued inappropriate 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 label, 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...'

The teacher can solve problems in the classroom by:

- talking to the child one to one, reflecting on the behaviour
- using class discussions to reinforce positive behaviour and discuss wider issues
- discussing the Golden Rules with the class and rewards and sanctions

If a child is breaking one of the rules, identify that you are aware of their behaviour and how this breaks an agreed rule. Explain that if this continues you will write their name under the 'warning' face. Any pupil who continues to rule break after a verbal warning will have their name put under the sad face and attend 'reflection time' with their class teacher.

- 'reflection time' aims to allow the child to discuss better choices for the future. Teachers should identify disappointment but also give the child a goal. The ultimate goal is for the child to improve behaviour and be rewarded
- whole purpose of earning TLA Tokens is so that each class can fill a reward jar and share a collective reward.
- being on the warning face is aimed to support pupils not to miss Golden Time. If child does not change behaviour then they are not allowed to take part in all of Golden Time for that week
- time out is given to calm down, distract and if necessary remove from situation
- talking to parents and working together to encourage positive attitude



- look for reasons for behaviour/talk to other staff and recognise situations that are difficult and employ diversion strategies
- keep the unwanted behaviour separate from the child, i.e. explaining to the child that their behaviour was in this situation unwanted and we know that pupils can behave better. We want children to know that they are liked and valued but the behaviour was an inappropriate choice.

School rules, rewards and sanctions remain the same during times of play.

The Head Teacher or the most senior person on site will support with more serious incidents that have moved beyond a Golden Time loss. The Head Teacher or senior member of staff will:

- talk to the child
- set tasks for the child, which will benefit the school
- remove him/her from the place of the problem for a longer time
- Assess Golden Time losses. 3 Golden Time losses within half a term will result in a parental meeting to discuss how the school can work in partnership to correct the unwanted behaviours. The pupil may also lose other privileges such as attending extra-curricular clubs, representing the school in sports teams, performances and in roles such as House Captains, Safety Ambassadors, Fab Friends, Wellbeing Champions and School Councillors.

All children will be given the opportunity to talk things through and reflect on their actions. They will always be listened to and their views respected. The adults in the school will be fair, consistent and clear about their expectations in the children's behaviour and will always use the language of our Golden Rules.

Not all strategies will work and most will only last for a short period of time so staff will need to choose the appropriate action and be consistent for a period of time. They will also remember that they must show control of the situation by being **calm**. This reassures the child and demonstrates self-control/discipline which we wish the child to learn for themselves so that in the future, when we are not there, they will have values, beliefs and confidence in themselves as people to act with good judgement, appropriate to their situation.

Dangerous Conduct

If a child is provocatively dangerous to self or others, timeout must be used. If a child carries out dangerous behaviour this must be dealt with by SLT, where possible within a calm environment. At all times the child is informed what is happening and why. Appropriate alternative strategies will be used for children with complex SEND.

Parents/carers should be contacted at the early stage to inform and gain co-operation when children are displaying dangerous and challenging behaviours. These will be individually agreed with the parents.



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 Trenance Learning 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

Positive handling is used only as a last resort and any occurrence is reported directly to the Headteacher and Trust Safeguarding Lead.

Suspension/Exclusion of Children from

School

Suspension/Exclusion of a child from school is a serious and critical step. The Head Teacher has the right to suspend/exclude a child from school, if the circumstances require such action. The suspension/exclusion can be temporary for a fixed period, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Chief Executive Officer of the Trust or the Trust Strategic Safeguarding lead, the Education Welfare Officer, the Education Welfare Service, or the County Psychological Service. The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

Home/School Agreement

| | | |
|--|--|---|
| <p>Trenance Learning Academy: As staff, our primary purpose is to educate pupils in an equitable environment conducive to learning. We also acknowledge our responsibility to support parents, guardians and carers in the task of nurturing their children so that they achieve and become well-rounded,</p> | <p>Parents, Guardians and Carers: As parents, guardians or carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in the school community and all of its aims for our child.</p> | <p>Pupils: As a pupil, I acknowledge that I have unique talents, which are my responsibility to use wisely to ensure that I maximise my achievements, my enjoyment of learning and my role in the community.</p> |
|--|--|---|



| | | |
|---|---|--|
| <p>proactive members of the community.</p> | | |
| <p>As staff we will:</p> <ul style="list-style-type: none"> • Encourage every child to have access to the best start in education and not be disadvantaged by any factor in their life. • Provide children with consistently great teaching and immersive experiences • Ensure fairness and safety is at the heart of all that we do • Work in collaboration with each family, listening and responding appropriately • Communicate effectively with families about their child's learning and their behaviours • Equip each child with all the skills to succeed in life beyond Trenance Learning Academy. • Promote and value all curriculum subjects. • Instil a love of language in each child—helping them to become a confident reader and writer • Do their absolute best to ensure that each child has a safe and happy environment at school so that they | <p>As a parent / carer I will:</p> <ul style="list-style-type: none"> • Ensure that my child is in school, on time, every day, learning ready. • Keep up to date and respond to communication from school i.e. consent letters, newsletters, Class Dojo and texts as appropriate • Ensure my child has got everything that they need for the day, i.e. uniform, PE kit, lunch box • Work in partnership with the school to support the behaviour, E Safety and Safeguarding policies • Attend any information sessions about my child's education • Follow school procedures to inform the school about my child, i.e., absence, first aid, changes in collection, personal details • Ensure my child regularly reads to an adult at home. • Help my child to become independent and take responsibility for their own learning • Help my child to understand that they do not disrupt learning for others | <p>As a pupil I will:</p> <ul style="list-style-type: none"> • Follow the Golden Rules and be a Good Citizen • Respect the school environment and the people within it • Wear my uniform with pride • Share my learning with my parents/ carers • Go to bed at a time that ensures I am ready for the day ahead • I will be a Trenance change maker both in school and in the community • Take an active part in school life • Be willing to take risks and have a go! • Be curious—ask questions about what I have learnt or what I would like to find out next • Believe in myself and all that I can achieve • I have the right to learn in a safe environment with minimal distractions |



| | | |
|--|--|--|
| <p>develop a love of learning</p> <ul style="list-style-type: none">• Staff have the right to teach in an environment free of disruptive behaviour | | |
|--|--|--|

Special Educational Needs and Disabilities

Our 6 Golden Rules rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is an SEMH or learning need, a differentiated approach to Behaviour Management, this will be personalised on a 1:1 basis and will be put in place in partnership with parents, pupils and the SENDCo. For pupils with complex SEND who are showing challenging behaviour and/or pupils with significant SEMH, an appropriately individualised behaviour management programme will be in place, agreed by the school, parents and pupils as appropriate, according to displayed need.

Equal Opportunities

No child's behaviour will be discriminated against due to race, age, religion, gender or ability.

Reviewed: **February 2025** (Matt Williams, Headteacher)



Learning Behaviour at Trenance Learning Academy - Rewards and Sanctions System

- EYFS and KS1

- All pupils and staff to know the 6 Golden Rules - these should be constantly referred to by staff whilst managing pupil behaviour.
- 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.
- All pupils who keep to the Golden Rules all week receive 30 minutes Golden Time on a Friday afternoon as a reward for positive behaviour.
- Pupils are rewarded by earning TLA Tokens. These are for going above and beyond and can be added to the class reward jar. When the jar is full, each class can then vote for a reward of their choice.
- Pupils are also rewarded for displaying good manners with a TLA Ticket. These are then placed in the Book Vending Machine and 'winners' selected can choose a book.
- Extra TLA Tokens (personal achievement)/House Points (contributing to a team) can be awarded to those pupils who go over and above the expectation, these are always in reference to the Golden Rules. House Points are counted $\frac{1}{2}$ termly and the winning house announced in celebration assembly.
- Pupils who break a rule receive a verbal warning and their name will go under the 'warning' face, where they will then receive 5 minutes reflection time with their class teacher.
- Pupils who continue to not follow the rules have their name put next to the sad face and they lose 5 minutes Golden Time.
- Each day is a fresh start - all names are taken off the board at the end of each day.
- Pupils who have lost their Golden Time must report to the Headteacher at the beginning of Golden Time where they have time out to reflect on the rule break.
- Loss of Golden Time is logged on a slip by the class teacher and kept on file by the SLT.
- Records of Golden Time losses are analysed by SLT every half term.
- If a pupil loses Golden time 3 times in a half term their parent/s will be called in to school for a meeting with the Headteacher and Class teacher, they will lose the privilege of after school clubs for that term, and will lose the right to represent the school in a leadership role or at extra- curricular events.



Inspiration. Passion. Ambition

Kernow Learning
Building Excellent Schools Together



TRENANCE LEARNING ACADEMY GOLDEN RULES

We are gentle



We are kind & helpful



We listen



We are honest



We work hard



We look after property

