



Trevisker
Primary School



Behaviour and relationship Policy

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School or Trust Policy	School

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

#AsOne
Kernow Learning

Behaviour and Relationships Policy

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.

Areas to be covered by local school behaviour policy:

- ❖ Adult Interactions
- ❖ High Expectations
- ❖ Routines and Consistency
- ❖ Rewards
- ❖ Sanctions/consequences
- ❖ Serious Incidents
- ❖ Suspensions
- ❖ Permanent Exclusions
- ❖ Follow up and repair
- ❖ Adaptive Approach
- ❖ Positive Handling
- ❖ Conduct in the community



Rationale

The fundamental principle that underpins our whole approach to school behaviour is that all members of the school community should recognise and respect the rights and responsibilities of others, linked to UNICEF Rights of the Child Charter. At Trevisker Primary School we believe that all children should DREAM big and BELIEVE in themselves so that they can ACHIEVE their goals.

At Trevisker Primary School we strongly believe that all behaviour is a means of communication; it is a way of expressing our emotions. We ensure our children know and understand that they have a choice in how they behave and that with every choice, there is a consequence. The purpose of this Positive Behaviour and Relationship Policy is to guide teachers, support staff, children and their families on our restorative and relationship focused approach to behaviour management. This will allow our children at Trevisker to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success. As a Trauma Informed School (TIS) Trevisker Primary ensures that all staff use the TIS approach when interacting with all children and supports our playful and nurturing environment.

Expectations

To develop a safe, caring and secure environment where all members of the community accept responsibility for their own behaviour and respect the rights of others. To ensure the consistent management of school rules, rewards, interventions, ethos and behaviour both inside and out of the classroom and school. We are a caring community, whose values are built on mutual trust and respect.

AIMS and BELIEFS of Trevisker Primary School

- A. Behaviour is a form of communication.
- B. Behaviour can change and that every child can be successful.
- C. That the school's behaviour and relationship policy is understood, supported and followed by all school stakeholders, based on a sense of community and shared values.
- D. To provide a calm, orderly and caring atmosphere in which both staff and parents/carers work together as a partnership for the welfare of the pupils.
- E. To teach, through the school curriculum, positive values and attitudes as well as knowledge and skills.
- F. To encourage pupils to be polite, well mannered, helpful to each other and to become good citizens.
- G. To create a culture of good behaviour and promote community cohesion through improved relationships.
- H. Being aware of each child's needs and their individual circumstances help us to act in the fairest way.
- I. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- J. To ensure that all pupils are treated fairly, shown respect and to promote good relationships between staff and peers.
- K. To ensure that excellent behaviour is celebrated and normalised
- L. Celebrating success helps children to be motivated, feel good about themselves and acknowledges positive choices.
- M. To foster a sense of pride in attending our school and being a member of our wider Kernow Learning Trust as a group of schools. #AsOne

Objectives

This policy is based on positive reinforcement. Children are praised and rewarded in school for displaying the following sunbeam virtues:

- Respect
- Honesty
- Perseverance
- Resilience
- Caring



- Kindness
- Pride
- Enthusiasm

Positive behaviour and relationships recognition

All behaviour management should be viewed as a process for praise. All members of staff will motivate children through positive praise and rewards. Each week the school focuses on a 'Sunbeam' virtue. Children are chosen for the weekly awards and are presented with them in our weekly celebration assembly to which the parents / carers are invited to attend.

Incentives and Rewards

- Lots of praise and recognition
- Non-verbal praise e.g. smile, thumbs-up
- Verbal praise
- Written praise
- Stickers and stamps
- Sunshine Learning Award
- Sunbeam Citizenship Award
- Head Teacher Shine Brightly Award (one per week)
- Lunchtime supervisor Award
- Birthday celebration in assembly
- Dojo points awarded for team work and individuals displaying the virtues and great learning behaviours – when the class follows the rules particularly well, they will earn a dojo point towards their end of half term class reward (chosen by the pupils)
- Pupils may be given areas of responsibility e.g. prefects, school council, climate crew memberships etc
- Individual class strategies as appropriate
- Light-house team points

Expectations of children in our school

- Follow the schools' virtues and values.
- Be positive role models to their peers.
- Treat peers and adults with respect and dignity.
- Be polite, kind, helpful and supportive.
- Treat the school's and others' property with care and respect.
- Keep our school neat and tidy.
- Move around the school orderly and quietly so that transitions are calm for all.

Expectations of Adults in Our School:

- Be positive role models for all children and check in with children if they know they are a child's E.A.A. (named emotionally available adult).
- Use the P.L.A.C.E. approach at all times: being Playful, Loving, Accepting, Curious and Empathetic
- Be courteous and polite to colleagues, children and visitors.
- Treat children and other adults with respect and dignity.
- Treat all pupils and other adults fairly and consistently.
- Take into account the age, maturity and individual circumstances of all children.



- Encourage children to understand their roles and responsibilities within the school and wider community.
- Fully implement and consistently support the school's Behaviour Policy and have a clear and consistent approach.
- Help all children to develop 'protective behaviours' which will help them to resist peer pressure and keep themselves safe.
- Encourage pupils to make the right choices and refer to the behaviour rainbow.
- Provide support if children do not follow the rules.
- Keep parents and carers fully informed of all positive behaviours and all concerns to facilitate a strong home school relationship.
- When appropriate, ensure that the Senior Leadership Team are informed of any concerns.

Consequences / sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to acknowledge unacceptable behaviour and to protect the security, safety and stability of the school community. At Trevisker Primary School, we have created a 'behaviour rainbow' to allow adults to have a structured system to ensure consistency across the school.

The use of sanctions should be proportionate and fair across the school in response to unacceptable behaviour. However, in certain circumstances consequences need to be tailored to the individual child and situation. They need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of consequences should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Misbehaviour will be managed in a fair and consistent way, though regard will be given to the age, maturity and specific circumstances of the individuals involved.
- Pupils will be treated with respect and dignity; pupils will not be humiliated in front of peers or adults.
- Group consequences should only be used if appropriate.
- There should be a clear distinction between minor and major offences and the consequences given should reflect this.
- Staff will follow the Rainbow and Consequence Flow Chart when managing inappropriate behaviour (see: Appendix 1).
- In the case where it is believed that bullying is taking place, the school's Bullying Policy will be followed.
- If a pupil is harming themselves or others, staff who have achieved the Positive Handling Accreditation will intervene. As a very last resort positive handling techniques may be used in accordance with the accredited course and as presented in the school's Positive Handling Policy which can be found on the website. If this takes place the Head teacher will be informed, the event will be recorded formally, and parents will be informed.

Unacceptable Behaviours:

Definitions of unacceptable behaviour is defined as:

- Disruption in lessons, assemblies, corridors, at break and lunchtimes
- Choosing not to follow our values
- Refusal to attempt learning
- Poor attitude to learning



Severe unacceptable behaviours are defined as:

- Bullying
- The physical abuse of a child
- The physical abuse of an adult
- Racial abuse
- Carrying a weapon or an item which is being used as a weapon
- Repeated disruption
- Swearing
- Deliberately damaging or breaking property
- Stealing property from school/staff/pupils
- Refusal to accept consequences
- Deliberately missing learning by hiding in an area of the school
- Doing something deliberately that constitutes danger to another child
- Trying to leave or leaving the school site
- Using age-inappropriate language

Classroom Support following our behaviour Rainbow. (Rainbows on staff member's lanyard, are displayed clearly in classes and around the school building)

Each class follows the system outlined below to remind children of the rules and consequences for not following our school expectations. For the vast majority of pupils, a gentle reminder in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour. However, for some children the following procedures will apply:

- Reminder** of the expectations for pupils - will be delivered privately discretely to the pupil. The teacher/support staff member will make them aware of their behaviour. The pupil has a choice to do the right thing. The teacher/support staff member will help the pupil to identify the impact of their behaviour and guide them in making restorative choices. Pupils should be given time to respond to this request, staff will allow 'take up time'.
- Warning**
A clear verbal warning is given, delivered discretely, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. They will be reminded of positive behaviour that has recently been seen e.g. 'Remember yesterday when you lined up beautifully, let's see if we can have that behaviour now.'
- 2 mins as appropriate (repair and restore)**
Staff will discuss how the child's behaviour is affecting the other children and the learning within the class. Again, reminders of previous good behaviour will be given and a reminder of the expectation when a child returns to focus on their next learning activity.
- Time out in a quiet area**
If children need to leave the lesson for a short amount of time to 'regulate' then they will be provided an opportunity to do so in a quiet area. The child will sit within the quiet area for approximately 10 minutes and then return to their class when they feel ready to learn. Parents/carers will be informed, via Class dojo or telephone call if their child has received time out from the lesson.



E. Independent time-out. The 5 R's

The 5 Rs will be completed by the class teacher/ member of SLT / Headteacher as is appropriate in a quiet suitable space. Parents/carers will be informed, via telephone call from the class teacher, if their child has had independent time out following **the 5 R's**.

During the 5R's sessions a member of staff will determine whether there needs to be some time in a quiet space following the Repair, Restore, Return, Restorative, Reflective system. If needed the child will:

- a. **Repair:** be provided with a self-regulating regulatory space where they can access sensory aids (e.g. headphones, weighted blanket, foam blocks and mats) until the pupil is ready to talk and access support to help regulate their emotions.
- b. **Restore:** have the opportunity to talk to an adult to access support and reset. For most children the aim is for this to take place straight away. Hopefully it will only be necessary for the pupil to stay in the room for one lesson a short period of time and return to the class ready for learning. In some instances, there may be a need to unpick an underlying issue, and this may take longer to allow the pupil to regulate their emotions.
- c. **Return:** have a quiet place to continue with their learning - this would be a quiet area where the pupils would complete the work that they are missing due to being removed from the class. There would always be an expectation that the work is completed. For some children they may start the learning quickly following a removal from the classroom lesson, if for instance their removal was a one off and by means of being removed from the situation they had calmed and regulated they would then return to their next class ready for learning. Once a child returns to class it is important that the teacher catches up with the pupil before the next lesson to acknowledge that the previous lesson was not good for anyone, and that the next lesson is a fresh start. This could take place with the pupil at the end of the session, at break or lunchtime.
- d. **Restorative:** a restorative conversation will be led by the teacher/support staff member and supports the child to recognise their behaviour. The purpose of the restorative conversation is to help children reflect and see their behaviour from different perspectives. It is a coaching conversation to help children to recognise and adapt their behaviours (see restorative questions in appendix 1)
- e. **Reflection:** Reflection time could be 5 minutes at breaktime or 10 minutes at lunch-time. The aim of this will be to help the child identify the causes of the behaviour and to implement future coping strategies. Any reflection time will be as soon as the child is able to communicate effectively, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.
- f. **Natural Consequences:** Teacher will try to find a consequence that repairs the damage if possible. Eg, making up with their peers, cleaning up the mess, repairing something the pupil may have broken or disrupted.

Communication and parental/carer partnership

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. Meetings with parents/carers are always very powerful to address ongoing concerns.

In these meetings the school will highlight where things are going well and will try to identify solutions where problems are occurring. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher who is also our DSL so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental/carer participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues



of unacceptable behaviour. The school will communicate policy and expectations to parents/carers. Where behaviour is causing concern parents/carers will be informed at an early stage and given an opportunity to discuss the situation. Parental/carers support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

If a child is receiving support from the class teacher, support staff members TIS practitioners, headteacher, members of SLT, SENDco and other behavioural support practitioners the parents/carers will be informed. In some cases, for outside agency involvement consent from parents/carers would be required. Regular phone calls and dojo messages home may also be appropriate for updates.

Individual behaviour plan models

Some children who regularly display challenging behaviour may need to have additional support to manage their behaviours. An individual behaviour plan will involve the teacher, SENDco and headteacher discussing the behaviour and mapping out ways to help the child to reduce / eliminate this behaviour. The plan will be drawn up in consultation with parents/carers or guardians and signed by all stakeholders. The formal behaviour plans once agreed will be reviewed at regular intervals.

SENDco consultations

It is important to ensure that should inappropriate behaviour continue that there is a discussion with the SENDco to explore any additional needs.

Reporting behaviour

Staff will be expected to complete a 'My Concern' electronically when a school rule is broken involving the hurting of another child or the behaviour exhibited is deemed serious. All staff members have a log in to this system and 'Concerns' can be logged using a computer, iPad or lap-top.

Serious or on-going behaviour

Where anti-social, disruptive or aggressive behaviour is frequent consequences alone may be ineffective. At this point parents, carers or guardians will be invited to meet with the Head teacher and class teacher. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support may be provided for some pupils, for example:

- A daily meet and greet
- Behaviour Support Plan
- 1:1 nurture time
- Individual targets
- Individual reward chart or system
- Individual safe area/work station
- Support from outside agencies

Additional and/or specialist help and advice from the Educational Psychologist or a behaviour support service may be necessary. Support will not be sought from outside agencies unless permission from parents/guardians has been granted.

Safe Touch

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

Equality

Our rewards and sanctions system will meet the needs of the vast majority of our pupils. Where there is a social, emotional and mental health need, learning need for 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. Senior leaders, safeguarding leaders and governors will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against groups of pupils. As a school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and considering any special educational needs before any decisions are made regarding sanctions. In doing so we recognise that some pupils require a more sensitive and differentiated approach.

No child's behaviour will be discriminated against due to race, age, religion, gender or ability. Please also reference the pupil premium policy.

Exclusions & Governing Body Disciplinary Panel

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented the Headteacher reserves the right to issue a suspension and/or permanent exclusion. The exclusion can be temporary for a fixed period, indefinite or permanent. Please see Exclusions Policy. The parent/ carer will be fully informed about the circumstances leading to the taking of such action.

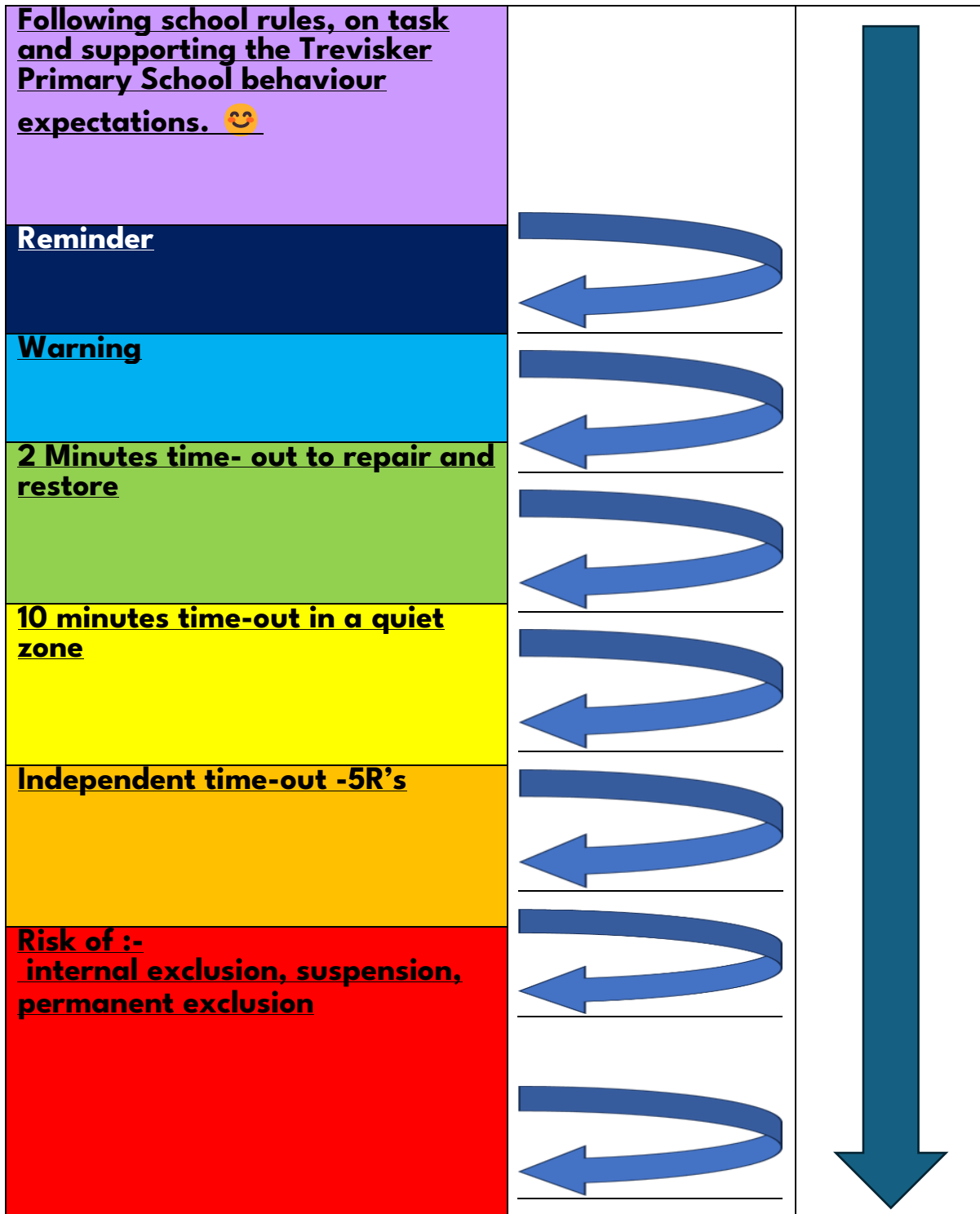
Appendix 1

Trevisker Primary School Restorative questions

- What happened?
- What were you thinking about at the time ?
- What have you thought about since
- How did this make people feel
- Who has been affected ?
- How have they been effected
- What should we do to put things right ?
- How can we do things differently in the future ?



Appendix 2
Flow chart of actions for staff



NB. In extreme circumstances some stages of our behaviour rainbow will be passed through.



Appendix 3

Behaviour Rainbow to be displayed in all classrooms

<u>We are following class, school rules, are on task and supporting the Trevisker Primary School behaviour expectations.</u> 😊
<u>Gentle reminder</u>
<u>Warning</u>
<u>2 Minutes time- out to repair and restore</u>
<u>10 minutes time-out in a quiet zone</u>
<u>Independent time-out – 5R's</u>
<u>Serious consequences – at risk</u>

