



Trevisker
Primary School



Behaviour and Relationships Policy

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Kernow Learning

Behaviour and Relationships Policy

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

For every member of the school community to feel valued and respected, and for everyone to be treated fairly.

- 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 eg 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 teamwork 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 class end of half term class reward (chosen by the class)
- Pupils may be given areas of responsibility eg 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 promised 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 schools 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 EAA (named emotionally available adult).
- Use the PLACE 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. The use of sanctions should be consistent 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 behaviour Unacceptable behaviour is defined as:

- Disruption in lessons, assemblies, corridors, at break and lunchtimes
- Choosing not to follow our Promises and Values
- Non completion of learning
- Poor attitude to learning



Severe unacceptable behaviours are defines 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 are 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 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:

- A. **A reminder:** of the expectations for pupils - will be delivered (privately) 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. Pupils should be given time to respond to this request, staff will allow 'take up time'.
- B. **Warning:** A clear verbal warning is given, delivered privately, 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
- C. **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.
- D. **Time out in a quiet area:** If children need to leave the lesson for a short amount of time to 'reset' then they will be sent to another quiet area. The child will sit within the quiet area for approximately 10 minutes and then return to their regular class. 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 space where they can access sensory aids (eg 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 only one lesson and returning to the next lesson 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 self-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 to look in the mirror 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 to think about what happened may be needed to support some children to recognise the consequences of their actions. Any reflection time will be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.
- F. **Natural Consequences:** Teachers will try to find a consequence that repairs the damage if possible. E.g. 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's 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 make the wrong behaviour choices 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 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 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.

Please see following pages for :-

Appendix 1 –Trevisker restorative questions

Appendix 2- Flow chart of actions for staff

Appendix 3.- Behaviour rainbow to be displayed in all classrooms

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

We are following class, school rules, are on task and supporting the Trevisker Primary School behaviour expectations. 😊

Gentle reminder

Warning

2 Minutes time- out to repair and restore

10 minutes time-out in a quiet zone

Independent time-out - 5R's

Serious consequences - at risk.

