



Constantine
Primary School



Behaviour 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

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

At Constantine Primary, our aim is to promote high standards of behaviour across the whole school. We have a positive approach to behaviour management, and adhere to the principle that all children have the right to learn and all staff have the right to teach free from disruption. We know that getting behaviour right is essential for both social and emotional well-being and academic success.

The core beliefs of Constantine Primary are that:

- Behaviour is a form of communication.
- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to motivate children and acknowledges positive choices
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing positive behaviour choices helps our children feel good about themselves.

The aim of Constantine Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way and give 'our best, always'.

Our Promise:

At Constantine Primary School we give 'our best, always'.

All adults are expected to act as positive role models and use a range of methods to promote and encourage positive behaviours, for example, through whole school collective worship, class circle time, PSHE/RSE lessons, small groups and 1:1 discussion.

Alongside this Promise we have three values

- Care
- Curiosity
- Creativity

These are displayed in the classrooms and around school and underpin collective worship.

Expectations of Children in Our School:

Children are expected to:

- Demonstrate sensitivity and care to the needs of others, irrespective of their different abilities, their physical strength or characteristics, their gender, race, or age.
- Set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language.
- Show good manners and respect for all people in the school and show consideration for others when moving around.
- Show respect for other people, their work and property
- Work productively, without wasting time, and acknowledge through their behaviour the right of everyone to the same.

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.
- Encourage children to follow the school Promise.
- 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
- Provide support if children do not make good choices
- Ensure all children know when and how to get support e.g. from adults and peers.
- 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.

A positive approach

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards. Thus, the school has a central role in the children's social, emotional and moral development just as it does in their academic development.

Communication and parental partnership:

We give high priority to clear communication within the school and to a positive partnership with parents or carers since these are crucial in promoting and maintaining high standards of behaviour.

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 Head teacher who is our DSL so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents 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.

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

Rewards:

At Constantine School, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge a positive behaviour, then children are more likely to repeat it. We believe that rewards have a motivational role, helping children to see that good behaviour is important and valued. The most common reward is specific praise, both informally and formally. It is earned by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements, actions and learning behaviours.

Rewards will be in the form of:

- Non-verbal praise e.g. smile, thumbs up
- Verbal praise
- Written praise
- Star of the day/You've been noticed certificates
- Stickers and stamps
- Certificates
- Golden Book
- Head teacher visit and sticker / post card or phone call home
- Team Points – these can be awarded by any member of staff
- Children will be given specific areas of responsibility as a reward for trustworthy behaviour

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 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 may have to use positive handling. As a very last resort positive handling techniques may be used. 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, corridors, at break and lunchtimes
- Non-compliance
- Non-completion of 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 or 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 or leaving the school site
- Using age-inappropriate language (as defined by the Brook Traffic light tool and Hackett tool)

Consequences may include:

- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected.
- Time to reflect in the classroom or a quiet space at an appropriate time.
- A loss of break time or lunchtime; staff will always ensure that pupils are supervised, have the opportunity to use the toilets and have appropriate food and drink. An active break will be given at another time as exercise and fresh air is still needed for all children.
- Visiting another member of staff and or the Head teacher to discuss behaviours.
- Telephone call home to parents or guardians.
- In extreme cases pupils may be given a suspension or a permanent exclusion; this is explained further in the KL Trust's Exclusion Policy which can be found on the website.

Staff will use the following questions to follow up and repair with children once sanctions have taken place.

Restorative questions



1. What happened? Did anything happen before?
2. What were you thinking / feeling at the time?
3. What have you thought since?
4. What choice have you made that you need to take responsibility for?
5. How did your action make other people feel?
6. Who has been affected?
7. How should we put this right? Who do we need to apologise to?
8. Does anyone else need to put something right?
9. If this happens again, how could you do things differently?
(if this is a group, all pupils must go through these stages so it is clear that every wrong choice is put right, proportionately)

Break time and lunchtime expectations and consequences:

Expectations for behaviour will remain just as high during break time and lunchtime.

- If a child is showing undesired behaviour, they should be given a verbal warning; adults should be reminded of the behaviour that it expected.
- If the undesired behaviour continues, the individual should have time to reflect for between 5 and 10 minutes; and a warning card issued.
- If a child's behaviour is deemed serious or the undesired behaviour continues after time out, the pupil should be escorted to the Head teacher, or in their absence, another member of SLT.
- At times, when it is deemed inappropriate for a pupil to return to class and a misbehaviour is serious, the Head teacher may choose to implement an internal exclusion. An internal exclusion involves learning away from their peers for a set amount of time. During this period, they will be expected to complete work set by the class teacher and they will be supervised by an adult. Parents/carers will be contacted.
- In extreme cases pupils may be given a suspension or a permanent exclusion; this is explained further in the Kernow Learning Trust Exclusion Policy which can be found on our website.

Reporting Behaviour:

Staff will be expected to complete a record of any behaviour incidents on Edgen.

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, 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
- 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.

Suspension of Children from School:

Suspension of a child from school is a serious and critical step. The Headteacher has the right to suspend a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period, indefinite or permanent.

The parent/guardian will be fully informed about the circumstances leading to the taking of such action.

Special Educational Needs and Disabilities:

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may experience episodes of dysregulation linked to their identified needs. We understand behaviour as a form of communication and acknowledge that, for some pupils, distressed behaviour may be due to their need, heightened anxiety, sensory overload, or difficulties with communication and emotional regulation.

In such circumstances, reasonable adjustments will be made in accordance with the Equality Act 2010 to ensure pupils can access learning and feel safe within the school environment. Adaptations to provision and the application of the Behaviour Policy will be proportionate, individualised, and informed by a graduated response.

Each identified pupil will have either an individual risk assessment and/or behaviour support plan, developed in partnership with parents/carers and, where appropriate, external professionals. Plans will prioritise:

- Co-regulation and emotional containment
- Predictable routines and structured environments
- Clear, consistent and developmentally appropriate expectations

- Neuro-affirming and trauma-informed practice
- Proactive strategies to reduce triggers and support self-regulation

Staff will receive appropriate guidance to ensure strategies are applied consistently and with sensitivity.

While the school is committed to providing a highly supportive and inclusive environment, it maintains a clear duty of care to all pupils and staff. Safeguarding, health and safety, and the right of all members of the school community to learn and work in a safe, calm and respectful environment remain paramount. Where necessary, risk assessments and or behaviour plans will be reviewed 6 weekly or following an incident where adaptations may be needed to ensure that appropriate measures are in place to minimise risk and maintain safety.

Equal Opportunities:

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

Searching & Confiscation

If concerns are raised around prohibited items in school, the Head Teacher and Deputy Head (who has been authorised by the head) have a statutory power to search a pupil or their possessions. They can conduct the search with the consent of the child/and or parent. The only time consent is not needed is, when to delay, could cause harm to the child or to other children and staff.

An appropriate location will be found for the search and 2 members of staff will always be present when this is done.

The extent of the search:

- A member of staff may search a pupil's outer clothing only including pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing such as a coat or hat.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Following a search, the staff member will record full details on Edgen (pupil's name, reason for search, where, when, staff involved, items found, follow up action, pupil's well-being after).
- Parents will be informed about the search and the outcome as soon as it is practically possible.
- Pupils will be sanctioned in line with this policy to ensure consistency of approach.
- Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought.
- We will also confiscate any item that is harmful or detrimental to school discipline.

Prohibitive items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used: a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers & lighters
- fireworks
- pornographic images
- mobile phone
- vapes

Conduct in the community

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Threatening misconduct/behaviour online
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

We work closely with families and external agencies to ensure that conduct in the community is maintained to our high standards.

Appendix One Behaviour Flow Chart

