



**Constantine**  
Primary School



# Behaviour Policy

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Statutory or Best Practice Policy	Best practice
School or Trust Policy	School

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**#AsOne**  
**Kernow Learning**

### At Constantine Primary School we aim to:

At Constantine Primary School we believe that every child has a right to learn in a safe, secure and happy environment. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Constantine Primary School. This is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers and other members of the wider school community.

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, positive behaviours come from good relationships and from setting clear and high expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their potential.

At Constantine Primary School the school environment plays a central role in the children's social and emotional development. All adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. As a Trauma Informed School (TIS), Constantine Primary School ensures that all staff uses the TIS approach when interacting with all children and all staff use a PLACE approach (Playful, Love, Acceptance, Curiosity and Empathy)

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.

### **Our Three Promises :**

At Constantine Primary School we have three Promises that we expect children and adults to follow:

- Follow instructions with thought and care
- Show respect to everyone and everything
- Show good manners at all times

These promises are clearly displayed in classrooms, public areas and on the school website. 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 these three Promises we have three values

- Respect
- Equality
- Resilience

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

### **Expectations of Children in Our School:**

#### **Children are expected to:**

- Follow the school's Promises 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 in a five-star line so transitions are calm and safe.

## 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 Promises.
- 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 move around school using the **five-star** line so transitions are safe (See appendix 2).
- Provide support if children do not follow the school Promises.
- 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
- Choosing not to follow our Promises and Values
- 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 out to reflect in the classroom.
- 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.
- Time out to reflect in the 'Non-Judgement Zone' in the foyer area where children can be seen and supervised by staff.
- 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.

### **Break time and lunchtime expectations and consequences:**

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

- If a child is not following a Promise, 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 out for between 5 and 10 minutes; and a warning card issued. This is placed in the Good to be Green behaviour chart (years 2-6) or they should move across on reward charts in earlier years (years reception – 1).
- If a child's behaviour is deemed serious or the undesired behaviour continues after time out, the pupil should be escorted to the 'Non-judgement Zone' and the Head teacher, or in their absence, another member of staff will meet with the individual.
- 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 '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 laptop.

### **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:**



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 (SEMH), learning need for a differentiated approach to Behaviour Management this will be personalized on a 1:1 basis and will be put in place in partnership with parents, pupils and the SENDCo.

Continued anti-social behaviour must be supported by a Behaviour Support Plan and assessments must be made to see if there is an underlying learning problem.

### **Equal Opportunities:**

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



## Appendix 1 - Trauma Informed School Approach

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.

Constantine Primary 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.

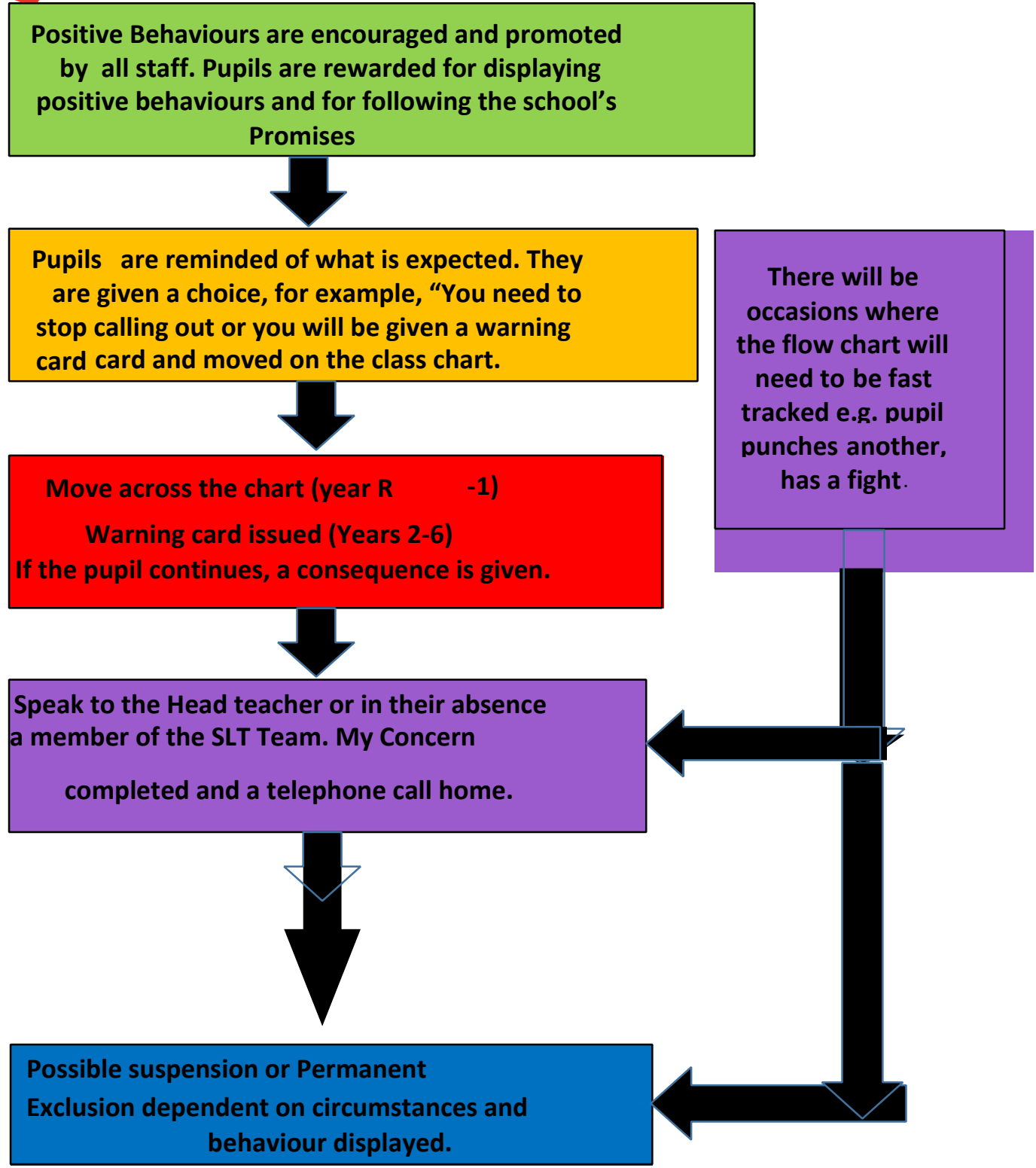
Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their 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, Constantine Primary 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*

**Appendix Two Behaviour Flow Chart**



**Appendix Three 5 star line**

**Check:**

**Are you in a  
5 Star Line?**

**Line up in single file facing  
forwards**

**Hands by sides and out of pockets**

**Stand quietly**

**Walk quietly around the school**

**Respect others**