



King Charles
CofE Primary School



Behaviour Policy

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School or Trust Policy	Trust

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Trust

#AsOne
Kernow Learning

Rationale

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 are 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.

“Visible consistency with visible kindness allows exceptional behaviour to flourish.”
(Paul Dix, 2017)

King Charles C of E Primary School’s core vision of being a school “*Where Everyone Shines*” is the driving force of this policy. We seek to fulfil this vision in numerous ways, and 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 Cornwall 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 King Charles C of E Primary School, we follow the 3 simple rules of being **Ready**, **Respectful** and **Safe**. These are displayed around the school and align with our core values and our Trust shared values.

At King Charles C of E Primary School



Our Key Principles for Positive Behaviour:

1. Consistently positive adult behaviour
2. High expectations of ourselves and for others
3. Prioritising recognition of positive behaviour
4. Consistent routines
5. Follow up and repair

Consistent Adult Interactions

At King Charles C of E Primary school, we expect and enable every member of our school community to behave in a considerate way towards others. This includes every child, member of staff, parents, governors, and visitors.

We expect everyone's behaviour to reflect our 5 core Christian values of **friendship, aspiration, creativity, achievement** and **teamwork**. We explicitly teach these values every half term on a rolling programme within collective worship and across our curriculum. 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, remembering that we are the weather that creates the climate "**where everyone shines**".

Every adult is expected to:

- Model the behaviour that is expected of the children
- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Prioritise recognition of positive behaviour
- Address and discuss negative behaviour 'privately'
- Be calm and controlled in their response to challenging 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 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...'

High Expectations of Self and Others

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. The importance of expectations is demonstrated most forcefully by the Rosenthal and Jacobson study, where they found "What you expect is what you get". We have high expectations of all children and staff at King Charles C of E Primary School and ensure that these are clearly communicated with our whole school community.

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

- Bullying
- Abuse of any kind
- Spitting
- Physical aggression
- Throwing dangerous objects
- Threatening/intimidating others
- Verbal aggression
- Swearing
- Rudeness to others
- Dishonesty or stealing
- Ruining others property or work
- Fighting
- Vandalism
- Refusing to follow instructions
- Leaving the classroom or hiding
- Climbing unsafely
- Bringing dangerous items to school

Prioritising Recognition of Positive Behaviour

At King Charles C of E Primary School, we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one. We always endeavour to give first

attention and recognition to those children who are meeting our expectations. This is done through:

- Public praise of those children doing the right thing – “It is noticed when we do the right thing”
- Inviting children who have worked ‘over and above’ to share their learning with others in the school – children or adults
- Regular, consistent use of the class reward system for positive recognition
- Weekly Shine Award certificates for positive behaviour and celebrating our values
- Sharing achievements on our school newsletter and social media with parents and our school community

Consistent Routines

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe we must teach them explicitly to our children and consistently remind them until they become embedded as positive habits. At King Charles C of E Primary School, we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful** and **safe** throughout our school.

Activity	What does this look like at King Charles?
Lining up	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready.
Walking around the school	<ul style="list-style-type: none"> ▪ We face the way we are going. ▪ We keep our hands and feet to ourselves. ▪ We move quietly, so as not to disturb others. ▪ We check everyone is ready before we move. ▪ Classes will not be walked anywhere until they are ready. ▪ We walk on the left
Entering/leaving collective worship	<ul style="list-style-type: none"> ▪ Children and adults enter as above, but silently. ▪ We use thinking minds and so sit in quiet reflection. ▪ We leave calmly when signalled by our adults.
In the lunch hall	<ul style="list-style-type: none"> ▪ We enter the hall sensibly. ▪ We wait calmly as we approach the servery. ▪ When receiving our lunch, we say thank you to the lunchtime team. ▪ We use our knife and fork to eat a hot meal. We are guided to practise this skill by others. ▪ We speak to each other quietly.
Around the school	<ul style="list-style-type: none"> ▪ We hold doors open for one another and say please and thank you. ▪ We pick up any objects/litter that we see. ▪ We pick coats and bags up off the floor and hang them on pegs to keep our school safe.
End or break/lunch	<ul style="list-style-type: none"> ▪ We stop quickly when we hear the 1st whistle at the end of break. All children are expected to stop. ▪ At the 2nd whistle we walk calmly to the place where we line up.

	<ul style="list-style-type: none"> ▪ We wait quietly in the line, facing the front.
Gaining children's attention	<ul style="list-style-type: none"> ▪ We use a silent stop signal when adults require our attention. ▪ When we are engaged in an activity this is accompanied with the verbal prompt 'Magnet Eyes',
Addressing excessive noise levels	<ul style="list-style-type: none"> ▪ The volume of noise in our learning environment should be matched to our activities... Sometimes it will be buzzy, sometimes quiet, and sometimes silent. ▪ Our adults will use the silent stop signal to remind us.
Answering questions/ feedback	<ul style="list-style-type: none"> ▪ We don't put our hands up to answer questions. We use alternative methods of gaining feedback (think, pair share, partner feedback, cold calling, for example)
Leaving the classroom	<ul style="list-style-type: none"> ▪ Children must always ask for permission to leave the classroom. For some children with support plans, bespoke and previously agreed methods for leaving the classroom are practicable.
Moving around the classroom	<ul style="list-style-type: none"> ▪ Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time. ▪ If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.
Classroom desks and workspaces	<ul style="list-style-type: none"> ▪ Classroom desks should be free of clutter to enable the best learning environment to be created. E.g. in maths lessons, there should only be maths books/resources on desks.

Rewards

King Charles School's emphasis is on rewards and praise to reinforce and recognise good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that within each school every child is recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Class Rewards System

Class charts system – Each class has a reward system which meets the needs of children in each year group and are themed to suit the age group. Children are rewarded for expected behaviour by 'moving up their chart'. Children reaching the top of the chart receive rewards such as stickers which fill up a sticker chart. Children completing sticker charts receive rewards such as raffle tickets or prizes from the prize box, for example. Children do not move down a chart and charts run from one day to the next, they are not reset.

Sanctions

All children have the right to learn in classrooms that are free from disruption and feel safe. At times there may be a need to use sanctions as a consequence of poor behaviour choices to act as a deterrent for those still learning how to choose positive behaviour.

These are age appropriate:

- Pupils who break a rule receive a verbal warning then a visual warning. If there is a further incident, class teachers record this, and they continue to monitor. Teachers have discretion to use logical consequences if children are not following the

expectations, e.g. completing work during break time. **This is referred to as ‘reset’ time.**

- Loss of remainder of breaktimes, if breaking the rules at break or lunch time.
- Should children continue to break the school rules, the next step is the child to relocate to the parallel teacher until they are ready to return to their own class. If this behaviour continues after relocation, then parents will be notified, SLT are called, and potentially a fixed-term suspension will be issued by the headteacher.
- Each day is a fresh start for every child.
- If a child is relocated this is recorded on behaviour manager. If there is a consistent pattern of not meeting the expectations children have reflection time, this is recorded and parents informed. A bespoke behaviour plan will be agreed with individualised sanctions relating to the child involved.

“Too often we forget that discipline really means to teach, not to punish...” (Dr. Dan Siegel, 2020)

Logical Consequences

At King Charles C of E Primary School, we believe in the impact of logical consequences which work alongside our sanctions. The goal of logical consequences is to help children develop internal understanding, self- control, and a desire to follow the rules. Logical consequences help children look more closely at their behaviours and consider the impact of their choices. Unlike ‘punishment’, where the intention may be to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes, understand the impact of their positive or negative behaviours in a supportive atmosphere.

Suspensions and Permanent Exclusions

At King Charles C of E Primary School, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so endeavour to employ this as a very last resort.

“Just 7% of children who were permanently excluded and 18% of children who received multiple fixed period exclusions went on to achieve good passes in English and Maths GCSEs, qualifications that are essential to succeeding in adult life”.
(Timpson Review, 2019)

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the authority to suspend or permanently exclude a pupil from school. A pupil may be suspended for one or more fixed periods, for up to 45 school days in a single academic year. The Headteacher may also permanently exclude a pupil for a serious breach or persistent breaches of the school’s behaviour policy, particularly where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

If the Headteacher suspends or excludes a child, they must inform the parents immediately, stating the reasons for the suspension or exclusion, the length of the suspension (if fixed-term), and the parents’ right to make representations to the Governing Body, in line with the DfE’s guidance on exclusions and suspensions. If the Governing Body upholds a permanent exclusion, parents may request an independent review panel (IRP), and we will provide details on how to apply for this review.

The Headteacher will notify the Local Authority and the Governing Body of all permanent exclusions and all suspensions (regardless of duration), in line with statutory guidance.

Serious Incidents

If a child is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be removed from the situation or others around the child moved to make the situation safe. We may have to move directly to suspension and the headteacher/SLT must be informed. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section). Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents.

It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

Five Step Approach – In the classroom

As outlined in our policy, if a child falls below our expectation of being ready, respectful or safe, we will follow a 5-step approach:

1. **Verbal warning:** Adults will discretely and gently remind children about our rules and expectations in order to refocus them. Adults will offer help and support to turn the behaviour around e.g. “This behaviour is stopping learning. What do you need to behave safely?” “Help me understand which part you are finding tricky.” “How can we make this easier for you to manage so that you can be ready for learning?” If they re-engage, adults will ensure that this is positively reinforced.
2. **Visual warning:** Children will have their name written discretely on the board as a visual warning. Adults will acknowledge children’s feelings and difficulties whilst providing them with clear choices which will support them to turn things around. They will be reminded that could lose some of their time to reflect on what has happened and ‘reset’ themselves to be ready for learning. If they re-engage, adults will ensure that this is positively reinforced.
3. **Reset time:** Adults will acknowledge children’s feelings and difficulties whilst providing them with clear choices which will support them to turn things around. If they re-engage, adults will ensure that this is positively reinforced. Adults will use logical consequences, such as sitting quietly in a designated space in the room you are working in, or staying behind to catch up on work as ‘reset time’. **Reset time is not to be confused with reflection time during collective worship, RE and PHSE lessons.**
4. **Time out:** If after following the steps above, children are still unable to be ready, respectful and safe they will be taken to another class or to a quiet area with an adult for time out. They will be expected to complete an appropriate task set by their teacher. This could be completing the learning from that lesson. Class teachers will inform parents that their child has reached this stage and informed of any lost learning.
5. **Headteacher/SLT:** If the behaviour continues or escalates, the headteacher or member of SLT can be called for support via radio, e.g. ‘SLT support in XXX for XXX’. This may result in a fixed term suspension. Parents will be invited for a meeting if behaviour has reached this stage.

Five Step Approach – On the playground at break and lunch times

1. **Verbal warning:** Adults will discretely and gently remind children about our rules and expectations in order to refocus them. Adults will offer help and support to turn the behaviour around e.g. “This behaviour is not safe. What do you need to behave safely?” “Your behaviour was not respectful.” If they re-engage, adults will ensure that this is positively reinforced.
2. **Second warning:** Adults will acknowledge children’s feelings and difficulties whilst providing them with clear choices which will support them to turn things around. They will be reminded that they could lose some of their play time to reflect on what has happened

and 'reset' themselves to be ready and to play safely and respectfully with their peers. Adults will ensure that this is positively reinforced.

3. **Reset time:** Adults will acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around. Adults will use logical consequences, such as sitting quietly on a bench or standing beside an adult as 'reset time'.

4. **Time out:** If after following the steps above, children are still unable to be ready, respectful and safe they will be taken inside to a quiet area with an adult for time out. Class teachers will inform parents that their child has reached this stage.

5. **Headteacher/SLT:** If the behaviour continues or escalates, the headteacher or member of SLT can be called for support via radio, e.g. 'SLT support in XXX for XXX'. This may result in a fixed term suspension. Parents will be invited for a meeting if behaviour has reached this stage.

Following a meeting with parents, we may use several strategies to support children, and when necessary, families. This may include:

- Bespoke behaviour plans
- Home school communication book
- Regular behaviour meetings
- Referral to Early Help/other external agencies
- In class learning aids
- Adaptations to the child's timetable
- TIS intervention
- Nurture provision

Follow up and Repair

At King Charles C of E Primary School, a vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future. We want them to understand that there can always be a fresh start and that the staff at King Charles will always hold them in unconditional positive regard.

If a child has lost break time or had time out in another class, this must be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next break time when the child is calm or ready to talk. This is an opportunity to talk things through and as a natural consequence of needing to talk about the behaviour, children will miss all or part of their break depending on the conversation and reflection required. This could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions, 'put things right' and repair their relationships so they are not left with toxic shame. We also recognise that 'forced apologies' will have little impact for any of the parties involved.

'Empathetic, supportive attachments and relationships are essential to optimize brain development as 'the attunement of emotional states is essential for the developing brain to acquire the capacity to organize itself more autonomously as the child matures' (Siegel, 2012)

Structure of the restorative conversation

EYFS and Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> ▪ Can you help me understand what's happened? ▪ Who has been hurt and in what way? ▪ What needs to happen now to put things right and ensure this never happens again? Discuss any 'logical consequences.' 	<ul style="list-style-type: none"> ▪ Can you help me understand what you think happened? ▪ How did you feel? ▪ What were you thinking? ▪ How do you feel now? ▪ What are you thinking now? ▪ Who has been affected? ▪ What needs to happen now to put things right? Discuss any 'logical consequences.' ▪ How can we do things differently in the future?

Our Adaptive approach to behaviour for pupils with additional needs

We recognise that our universal approach to managing positive behaviour will be achievable for most of our learners. However, we know some of our children will need a more bespoke, adaptive approach through child centred behaviour plans.

These individual plans are co-created by our SEND team, class teachers, families and the child. They feed into our whole school approach and as with other forms of individual support are designed to move children supportively from where they are to a place where they can achieve independently, like their peers.

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 King Charles C of E Primary School, 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 emotion 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

The Legal Framework

Positive handling should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence

- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

There are times when staff may need to use 'reasonable force'. In order to keep members of the school community safe from harm. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children. It is usually used either to control or restrain and this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. Where a child has needed a positive handling strategy to be used which has required any form of restraint, this will be recorded, and parents will be informed. The Trust's Strategic Lead will also be informed.

Pupils' conduct in the community

At King Charles C of E Primary School, we believe that our pupils represent our school not only within its walls but also in the wider community. We expect all pupils to conduct themselves in a manner that reflects the values and standards of our school, demonstrating respect, kindness, and responsibility at all times. This includes behaving appropriately during school trips, while commuting to and from school, and in interactions with local residents and businesses.

Pupils are encouraged to take pride in their behaviour, understanding that their actions can positively or negatively impact the school's reputation. We promote a culture of accountability, where pupils are reminded of their duty to uphold the school's behaviour policy and contribute to a positive community atmosphere. Through regular discussions and reinforcement of these expectations, we aim to foster a sense of pride and ownership in our pupils, ensuring they become responsible citizens 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 as is reasonable'. The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform or 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 depending on the incident

Trauma Informed School

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.

King Charles 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. As part of this, the school has access to a comprehensive reporting tool for tracking change over time (Ed:gen), for both individuals and groups of pupils.

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, King Charles 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

King Charles School has a Trauma Informed Schools base which is the hub for this provision and offers supportive programmes for pupils in a variety of ways across the school day.