



Kernow Learning
Building Excellent Schools Together

Behaviour Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 880272 or email scmajor@kernowlearning.co.uk



Behaviour Policy

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.

High Expectations

At St Columb Major Academy we aim to follow three words which encompass our behaviour expectations:

- Ready
- Respectful
- Safe

These words 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 assemblies, PSHE lessons, small groups and 1:1 discussion.



Pupils should:

Be Respectful	Be Ready	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow teacher instruction	Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors quietly and sensibly Playing games that do not become too physical. Using calm and respectful tones when we communicate.

We encourage children to

- Demonstrate sensitivity 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 academy 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.

Routines and Consistency

Outlined below are the expectations all staff have for the behaviour of our pupils. These expectations are communicated and taught to pupils throughout the school day.

Whole School Rules – Organisation

These will be used by all staff to remind pupils of what is expected of them whilst they are in the Academy each day. They are on-going and not subject to negotiation.

1. Toys should only be brought into the Academy with the teachers' permission.
2. Jewellery, nail varnish and make up is not permitted. In the interests of health and safety anyone wearing jewellery (apart from a small stud earring) will be asked to remove it and the teacher will return it at the end of the day.
3. PE – Children must wear PE Kit (black shorts, blue t-shirt with the Academy logo on it and trainers). During the winter, children may wear tracksuit bottoms for outdoor



PE/Games. It is class teacher's responsibility to inform parents if a child is not wearing/does not have the correct kit.

Relentless Routines

Arriving at school at the beginning of the day

We know that a positive start to the day will support the successful learning of all children. Staff support children who find transition difficult and adaptations are made where necessary.

We start our mornings with the following expectations:

- Know that I arrive on time to school.
- Know that I walk calmly to my classroom.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley and water bottle away.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin my morning task.

Gaining Attention

- **Silent Stop:** Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with one raised hand.

Moving around the school

Pupils are taught that we walk around school using 'Fantastic Walking'. We use 'Fantastic Walking' to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school. We always keep to the left-hand side so walking is organised and safe for all.

Fantastic Walking means -

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Listening

Our staff ensure that that we all show excellent listening to ensure everybody can learn without distractions. We remind pupils that those who do not follow school rules will have a consequence or sanction.

- Sitting or standing up straight
- Tracking the teacher – 'Magnet eyes'
- Attention at all times – 'Listening ears'



- Respect towards others

Contributing

Through our work on Oracy, staff model how we expect all children to contribute in class. These skills are explicitly taught in all lessons.

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing.
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Transitioning within a lesson and at the end of a lesson

All classes use the RWI signals to support transition – this ensures consistency for all.

Children are taught the following signals:

- When the teacher signals (1) I should stop what I am doing and stand up (tuck in my chair if necessary).
- When the teacher signals (2) Move to my table and stand behind my chair or move to my carpet space
- When the teacher signals (3). Sit down quietly
- When I am lining up, I should be quiet.

Using good manners

We expect good manners from all members of our school community. All staff have high expectations and know that modelling these daily will help children understand how important they are.

- Know that I should always say 'please' when I am asking for something.
- Know that I should always say 'thank you' when I receive something, or someone does something nice for me.
- Know that I should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is important to show gratitude to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.

Playtime Behaviour

All staff including lunchtime supervisors support children with their behaviour at playtime and lunchtime. Reminders are given frequently, and we use the playground buddy/stay safe mentor schemes to help children through peer support.

- Know that I must walk from my classroom to the playground.



- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be kind, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, I must line up in my lining up order straight away.
- Know that I must walk back to my classroom quietly and sensibly

Lunchtime

- Know that I walk quietly and sensibly to the hall using 'Fantastic Walking'.
- Know that I collect my food and sit down straight away.
- Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly.
- Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.
- Know that I use Fantastic Walking when walking from the dining hall to the playground.

Adult Interactions

At St Columb Major Academy, everyone has a role ensuring that pupils feel safe, valued, and able to fulfil their potential.

We expect every adult to:

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to 'Ready, Respect, Safe' in their daily conversations with children
- Establish clear routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- Deal with all poor behaviour in private.
- To be calm and not shout at children
- To use scripts to ensure a consistent approach
- Follow up all behaviour with restorative conversations and communication with parents
- Have a clear plan for dealing with low level behaviours and conclude the day positively
- Teach behaviour as part of the PSHE Curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils
- To promptly discuss behaviour concerns with the leadership team and actions already taken to support the child

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.



Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Governors will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident, and instead seek out a member of school staff to discuss this with privately.

A record of all reported serious incidents or misbehaviors will be kept on the school's record keeping system EdGen.

Rewards

At St Columb Major, all staff work hard to encourage and acknowledge good behaviour. We believe that if we acknowledge 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- Postcards home/Praise Wall
- Dojo points/Stickers
- Whole class target on Dojo with a reward given for achievement
- Certificates in celebration assembly linked to positive learning behaviours
- Head teacher visit / Headteacher awards
- Communication with parents e.g. dojo message or telephone call home
- Children will be given specific areas of responsibility as a reward for trustworthy behaviour (e.g. Super Six, Stay Safe Mentors, school council representatives, play leaders and music ambassadors)



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 consequences 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. Consequences 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 consequence 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.
- There should be a clear distinction between minor and major offences and the consequences given should reflect this.
- Staff will follow the Flow Chart when managing positive and poor behaviour and warnings will be given. Flow charts need to be positioned so all pupils can see them, and they can be referred to at the start of learning sessions consistently.

BEARY RESPECTFUL SAFE	
1	REMINDER
2	WARNING
3	REFLECTION TIME
4	RED DOJO
5	REPAIR

Stepped Sanctions

1. Reminder of the 3 school rules and expectations
2. Warning (Privately, outline behaviour and possible consequence or 'way to put this right')
3. Reflection Time
4. Red Dojo & Consequence
5. Repair (restorative conversation)

Consequences may include:

- A verbal warning from an adult; the pupil will be reminded of the behaviour that is expected this will be followed by a final verbal warning (therefore two warnings).
- Reflection -Child sent to a supervised designated time out area (parallel class or agreed area) to re-set and reflect.
- If a loss of time takes place during their break or lunchtime; staff will always ensure that pupils are supervised, will have the opportunity to use the bathroom, are able to run around/let off steam and have appropriate food and drink.
- A conversation with parents/ carers done in private – either via telephone call or face to face.



- Any incomplete learning may be sent home for a child to complete that evening.

In the case where it is believed that bullying is taking place, the school's Anti-bullying Policy will be followed.

Follow Up and Repair

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)

A circular icon with the letters 'Q&A' inside, representing a question and answer session.

Positive Handling

If a pupil is harming themselves or others, only designated staff will intervene. These are adults agreed by the Head teacher. As a very last resort positive handling techniques may be used in accordance with the assessed risk from any member of staff in school 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. Following this a support plan will be put in place.

Serious Incidences

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. At this point parents/carers will be invited to meet with the Headteacher/Assistant Headteacher 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 with a familiar adult
- Home/school diary
- Behaviour Support Plan
- Individual targets



- Individual reward chart or system
- Individual safe area/workstation

Additional, specialist help and advice from the SENDCO, Educational Psychologist, SEN Services, Early Help Hub or Behaviour Support Service may be necessary. Support from outside agencies is most effective with the consent from parents/carers has been granted. However, the school reserves the right to act in the best interests of the child in securing effective support as required.

Suspensions

In extreme cases pupils may be given an internal suspension, fixed term suspension or a permanent exclusion; this is explained further in the Kernow Learning's Exclusion Policy which can be found on our website.

Permanent Exclusions

Exclusion of a child from school is a serious and critical step. The Head teacher has the right to exclude a child from school, if the circumstances require such action. The exclusion can be temporary for a fixed period suspension, indefinite or permanent. Before taking such a step the Headteacher will have taken advice from the Safeguarding Lead for our Trust. Following any period of suspension, there will be a re-integration meeting between parties. The parent/carer will be fully informed about the circumstances leading to the taking of such action.

Adaptive Approach

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.

Searching & Confiscation

If concerns are raised around prohibited items in school, the Head Teacher and Assistant Heads (who have 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.