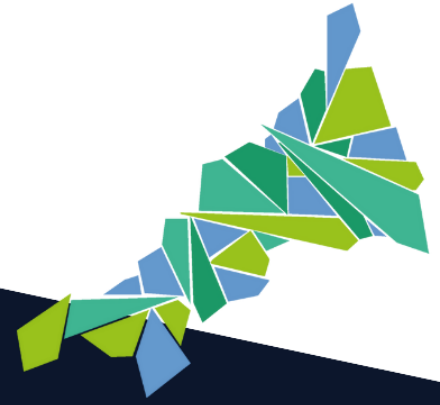




**St Columb Minor  
Academy**



# Behaviour and Relationships Policy

Version Number	V2
Date Adopted by Governors	November 2024
Scheduled Review Date	November 2025
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

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

## Rationale

At St Columb Minor Academy 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 St Columb Minor Academy 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.



Our Key Principles for Positive Behaviour:

1. Consistently positive adult behaviour
2. High expectations of ourselves and for others
3. First attention to best conduct
4. Relentless routines
5. Follow up and repair

### 1. Consistent adult behaviour

At our 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 be ready, respectful and safe. 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.

Every adult is expected to:

- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression
- Pay first attention to the best conduct
- 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...'

## **2. 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 St Columb Minor Academy 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
- Ruining our own property or work
- Fighting
- Vandalism
- Refusing to follow instructions

- Persistent defiance
- Leaving the class or hiding
- Climbing unsafely
- Bringing dangerous items to school

### 3. First attention to the best conduct

At St Columb Minor Academy, 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
- Recognition board
- Postcards home
- Stickers
- Regular, consistent use of the house point
- Weekly ‘Pearl’ certificates for positive behaviour in assembly
- Elected and applied for Jobs and responsibilities within the classroom and the wider school
- Sharing achievements in assembly, class and social media with parents and our school community

### 4. Relentless 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 St Columb Minor Academy we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful** and **safe** throughout the school.

Activity	What does this look like in our school?
Walking around the school/lining up	<ul style="list-style-type: none"> <li>▪ We face the way we are going.</li> <li>▪ We keep our hands and feet to ourselves.</li> <li>▪ We move quietly, so as not to disturb others.</li> <li>▪ We check everyone is ready before we move.</li> <li>▪ Classes will not be walked anywhere until they are ready.</li> </ul>
Entering/leaving assembly	<ul style="list-style-type: none"> <li>▪ Children and adults enter as above.</li> <li>▪ We use thinking minds and so sit in quiet reflection.</li> <li>▪ At the start of the assembly, we share our assembly promises – thinking about the words.</li> <li>▪ We leave calmly when signalled by our adults.</li> </ul>
In the lunch hall	<ul style="list-style-type: none"> <li>▪ We enter the hall sensibly and wait to be seated.</li> <li>▪ We remove our coats and hats.</li> <li>▪ We wait calmly as we approach the servery.</li> <li>▪ When receiving our lunch, we say thank you to the lunchtime team.</li> <li>▪ We use our knife and fork to eat a hot meal. We are guided to practise this skill by others.</li> </ul>
Around the school	<ul style="list-style-type: none"> <li>▪ We hold doors open for one another.</li> <li>▪ 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.</li> </ul>

End or break/lunch	<ul style="list-style-type: none"> <li>We stop quickly when we hear the 1<sup>st</sup> whistle at the end of break. All children are expected to stop.</li> <li>At the 2<sup>nd</sup> whistle we walk calmly to our classrooms</li> </ul>
Gaining children's attention	<ul style="list-style-type: none"> <li>We use a silent stop signal when adults require our attention.</li> <li>When we are engaged in an activity this is accompanied with a countdown from 3 and instruction stacking.</li> </ul>
Addressing excessive noise levels	<ul style="list-style-type: none"> <li>The volume of noise in our learning environment should be matched to our activities..... Sometimes it will be buzzy, sometimes quiet, and sometimes silent.</li> <li>Our adults will use the silent stop signal to remind us.</li> </ul>
Answering questions/feedback	<ul style="list-style-type: none"> <li>Discourage the use of hands up wherever possible. Use alternative methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling)</li> </ul>
Leaving the classroom	<ul style="list-style-type: none"> <li>Children must always ask for permission to leave the classroom.</li> </ul>
Moving around the classroom	<ul style="list-style-type: none"> <li>Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time.</li> <li>If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.</li> </ul>

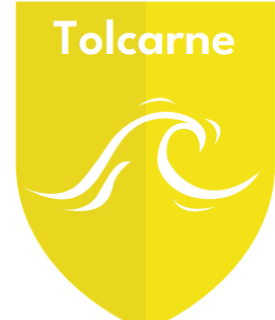
## St Columb Minor Academy Rewards and Sanctions System

### Rewards

Whilst we believe that the curiosities and wonder of being in classrooms filled with exciting learning should be the intrinsic motivator for children to present positive behaviours, we know that the use of extrinsic motivators help children to engage their focus. Therefore, we use some extrinsic motivators to create a culture of 'celebrating positive behaviour' in our school community.

### Golden Time and House Points

- All pupils and staff know our 3 Rules of **we are ready, we are respectful, we are safe**.
- All teachers and support staff should spend time explaining and exemplifying what these Rules mean, look like and sound like. The rules apply to every area, and every minute at school.
- All pupils who keep to our Rules all week receive 30 minutes of Golden Time on a Friday afternoon in recognition of their positive behaviour.
- Pupils will also be part of one of our 4 houses. Pupils earn house points. These are celebrated weekly in pearl assembly. At the end of each half term, the house with the most points wins a reward (disco, play time, scoot/wheels)



Golden Time is 30 minutes of highly motivational extra-curricular activities on offer across the school for children who have kept their Golden Time to

choose from. These can be adult or child led, for example disco's, scooters/skateboards, smoothie-making, bring your own toy, nail varnish club, Pokemon etc.

The Golden Time choices for the week are advertised in class on a Monday so that all children are clear on the extra incentive for the week. It is important that the choices on offer stay fresh, exciting, motivational and follow children's interests.

## 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.

If a child falls below our expectation of being **ready, respectful** or **safe**, we will follow a 5-step approach:

1. **Remind and refocus:** discretely and gently remind children about our rules and expectations. Be clear about which expectation they are not meeting. "I am expecting you to..... (listen to the teacher) *"Can you make a safe choice?" "Was that respectful?"*
2. **Caution:** Offer help and support 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?" If they re-engage, ensure that this is positively reinforced by swiftly and non-verbally giving them a pearl or non-verbal/verbal praise
3. **Last chance:** acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around. Remind them that they could lose 10 minutes of their playtime/lunch/reward time. If they re-engage, ensure that this is positively reinforced by swiftly
4. **Time out in reset:** If after following the steps above, they are still unable to be ready, respectful and safe they will be taken to the reset classroom with a member of staff for time out. This will be in a quiet classroom free from distraction. They will be expected to complete an appropriate task set by their teacher and to reflect on their behaviour. When they are ready to learn, they will return back to learning or play with their class. Parents will be informed that their child has reached this stage by phone call, letter or dojo. This will also be logged and will result in missing 10 minutes of their golden time. However, pupils can earn back time in the same system it was lost (10 min blocks) if they have turned their behaviour choices around. If a pupil has three rule breaks per week, they will lose all of their golden time. If this reoccurs, the pupil may lose other privileges such as trips and visits and we will meet with parents. During missed golden time, pupils will be asked to reflect on their behaviour – this will be led by a member of SLT.
5. **Headteacher/SLT:** If behaviour is continued or becomes more serious the headteacher or member of SLT in charge will decide on consequences. Parents may be invited for a meeting if behaviour has reached this stage.



## 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 SEN team, class teachers, the Parents 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.

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

- Bespoke behaviour plans
- Home school communication book
- Regular behaviour meetings
- Referral to Early Help/other agencies
- In class learning aids
- Adaptations to the child's timetable
- TIS intervention
- Nurture provision such as draw and talk, lego therapy, ELSA

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

### Logical Consequences

At St Columb Minor Academy we believe in the impact of logical consequences. 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 results 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.

## 5. Follow up and repair

At our 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 St Columb Minor Academy will always hold them in unconditional positive regard.

If a child has been cautioned or had time out in reset, 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 will be supported to reflect on their actions, to 'put things right' and repair their relationships so they are not left with any 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"> <li>▪ Can you help me understand what’s happened?</li> <li>▪ Who has been harmed and in what way?</li> <li>▪ What needs to happen now to put things right and ensure this never happens again? Discuss any ‘logical consequences.’</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you help me understand what you think happened?</li> <li>▪ How did you feel?</li> <li>▪ What were you thinking?</li> <li>▪ How do you feel now?</li> <li>▪ What are you thinking now?</li> <li>▪ Who has been affected?</li> <li>▪ What needs to happen now to put things right? Discuss any ‘logical consequences.’</li> <li>▪ How can we do things differently in the future?</li> </ul>

Following the restorative process, we always adopt a ‘fresh start’ approach.

### 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. Our 5-step approach will move directly to step 5 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 below) 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.

### Suspensions and permanent exclusions

At St Columb Minor Academy, 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 power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing body and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA. This is all made clear in writing at the time of a suspension.



The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any suspensions. The LGB itself cannot either suspend a child or extend the suspension period made by the Headteacher.

## SEND

Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of bespoke provision to enable inclusion.

A child may be identified as needing extra emotional support. This may result in a child receiving extra support from play sessions, play therapy, Lego therapy and/or counselling. Additional provision will always be discussed with parents and the child.

Continued presentation of challenging behaviour will be supported by an Individual communication and behaviour Plan and referrals may be made to establish if there is an underlying issue. Staff will receive training for managing children with or without a clinical diagnosis.

## 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 St Columb Minor Academy, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges. We aim to 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 emotional 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.

## **Pupils' conduct outside the school gates**

The law allows:

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 head teachers 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