



**St Columb Minor  
Academy**



**Kernow Learning**  
Building Excellent Schools Together

# Positive Behaviour Policy

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Scheduled review date:	Jun 2024
Statutory or Best Practice policy:	Statutory
Appendices:	No
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 873958 or email [scminor@kernowlearning.co.uk](mailto:scminor@kernowlearning.co.uk)



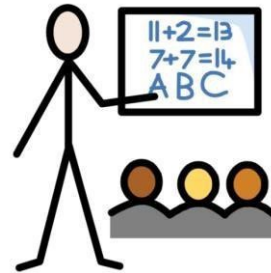
**This policy outlines our belief that behaviour is ‘taught not caught’ and just as we have a maths, geography or science curriculum, we also have a behaviour curriculum that is explicitly taught.**

**We also consider this policy in terms of a child’s rights a responsibilities:**



UNCR Article 19

I have the right to be protected from being hurt or badly treated



UNCR Article 28

I have the right to an education

The community within St Columb Minor has the right to have these rights met through everyone being treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated.

**By promoting positive behaviour, through a behaviour curriculum that has clear expectations, shared values and non-negotiables for adults and children, we aim to ensure these aims are met.**

### **Context:**

St Columb Minor Academy is inclusive in its approaches to meet the needs of all of our children. This includes those:

- with complex family backgrounds
- with a range of special needs
- with identified medical needs including diagnosed trauma

At St Columb Minor Academy, we aim to create an environment in which pupils:

- feel safe in a positive learning environment that is engaging and challenging
- are able to be confident and happy
- are enabled to understand and articulate their emotions leading to good self regulation
- Pupils have healthy, positive relationships with others in the academy and the community.

We achieve this by:

Ensuring consistency of response to both positive and negative behaviour.

- Providing challenge and support to achieve high standards.
- Encouraging and support children to become well rounded, self-





disciplined, respectful, moral and caring.

- Developing the mental wellbeing of pupils.
- Working in collaboration with parents/carers in order to achieve consistency in the messages pupils receive about appropriate and inappropriate behaviour. The Positive Behaviour Policy operates in conjunction with the following policies: • Anti-Bullying
- Child Protection
- Safeguarding
- Health and Safety
- Teaching and Learning
- SEND Policy

At St Columb Minor Academy we recognise that some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships.

It is essential that staff are consistent when enforcing the academy values with high expectations and will challenge unacceptable behaviour in a solution focused response. We have based our policy on an overwhelmingly positive approach towards managing behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

### **Rationale / Principles of the Behaviour Policy**

Our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. Rewards are aimed to motivate and help children to make the right choices such that we move from extrinsic to extrinsic motivation over time. This ensures that children are making informed behaviour choices that are driven by self-esteem and selfregulation.

Pupils should begin to learn about good behaviour at home before compulsory school age and then this will be built upon during Foundation Stage in partnership with parents. Through this approach we will create a happy, friendly, safe and caring environment where children grow to respect:

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school, including the wider community
- the values and ethos of the school





Every member of staff has the authority to reprimand and discipline pupils for actions that they consider to be anti-social, dangerous and disruptive. Staff, pupils and parents / carers need to be aware of our standards and expectations:

- Every child has the right to learn.
- Every teacher has the right to teach without interruption.
- Every parent / carer has the right to information about their child's behaviour.

### **Academy Ethos**

At St Columb Minor Academy our core aim is to provide a safe, happy and challenging learning environment where everybody can experience success. We promote this through our core values of:

Respect, Collaboration, Curiosity, Resilience and Equity

Positive behaviour is consistently reinforced as a vehicle for living out our values. We believe that our pupils should demonstrate these values every day by understanding what they can do to look after their local, national and global environment, by being prepared to take on difficult challenges and by always showing the kindness and respect that every member of our community deserves. In this way, we can all strive to become the best that we can be.

The academy uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Pupils are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

We use our assembly programme, which considers rights and responsibilities, character values, school values, British values and protected characteristics to complement our PSHE programme and have good behaviour promoted throughout the school as a golden thread.

### **Pupils**

It is the responsibility of pupils to make good choices at all times with the adults and pupils in school. Pupils are expected to make good choices by following the school values in every thought, word and deed. Pupils are expected to behave in line with the academy values/policies at all times, including out of academy hours and especially on the journey to/from the academy. We reserve the right to take action where the behaviour of a pupil out of academy hours may have a negative impact of the reputation of the academy.





## **Teachers, Learning Support and Non-Teaching staff**

It is the responsibility of all adults to have high expectations of pupils in terms of the choices they make their behaviour and relationships. Teachers must consistently apply our whole school systems of behaviour management:

- Explicitly teach and re-inforce what good behaviour looks like on an ongoing basis
- Know children's starting points and make effective plans to secure good behaviour through deliberate planning, instruction and practice
- Apply appropriate and consistent rewards and sanctions
- Explicitly share and celebrate positive behaviours according to the values
- Provide a well- balanced, broad and creative curriculum.
- Support pupils with their emotions and feelings using a restorative approach and elements of PSHE.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all pupils.
- Treat pupils fairly and with respect and understanding, listening to children and promoting a language of choice.
- Be a positive role model by actively demonstrating our values.
- Support pupils with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Making consequences of poor choices explicit • use a relational approach to support de-escalation.
- Managing pupil's behaviour effectively and apply this policy with their own class and other pupils around the academy.
- Keeping records associated with our behaviour management
- Seeking help and support from senior colleagues, having followed our policy consistently
- Liaising with external agencies to support and guide the behaviour and emotional needs of children
- Liaising and reporting to parent's information about a pupil's behaviour, emotional needs and/or wellbeing at the academy.

### **Head Teacher**

It is the responsibility of the Head Teacher to:

- Create a culture that pro-actively supports children to make positive behaviour choices and supports adults to effectively manage challenging behaviour.







- Ensure the consistent implementation of this policy through the academy
- Ensure that ALL staff have on going professional development in respect of positive behaviour management
- Be ultimately responsible and accountable for behaviour throughout the academy
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Ensure the health, safety and well-being of all staff and pupils in the academy
- Support staff in meeting with parents/carers of pupils with challenging behaviour
- Maintain a record of incidents of poor behaviour
- Issue fixed-term and/or permanent exclusions to individual pupil

### **Parents**

A positive partnership with parents/carers is crucial to building trust, developing a collaborative approach to behaviour expectations and strategies for resolving conflict. Parents/carers can expect to be kept well informed of their child's behaviour at the academy. In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the pupil improve. In some cases, behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home. There will be a copy of this policy on the academy website and a hard copy for parents upon request. We expect parents to sign the home/academy agreement and

- Be aware that the academy has rules/ values and to support them.
- Support the academy's decision when applying consequences.
- Contact the class teacher with any concerns about behaviour in the first instant, then the Assistant Headteacher responsible for behaviour.

### **Rewards**

In promoting positive behaviour, St Columb Minor Academy shall emphasise and reinforce good behaviour through a variety of agreed rewards. We believe that rewards serve the purpose of motivating pupils and encouraging them to see that their good behaviour is recognised and valued.

Agreed rewards will include:

- Verbal recognition and praise
- Stickers and certificates
- Pearls – leading to whole class reward each half term
- Child being sent to another adult/HOY/SLT for praise





- A phone call to parents about good behaviour particularly where a child has 'turned things around'.
- Named in the academy's "Celebration Assembly" and receive a 'feather' for the value that their behaviour has demonstrated.

### **Inappropriate Behaviour**

At St Columb Minor Academy, the following forms of inappropriate behaviour will not be tolerated: -

- Persistent classroom misconduct which interferes with the teaching and learning of other children.
- Aggressive or violent behaviour, including thoughtless, dangerous play.
- Rude or abusive language, including deliberately using unkind words, swearing or spitting.
- Defiance i.e. refusing to do as you are told including answering back.
- Acts of vandalism to school property, including graffiti.
- Stealing.
- Bullying, including acts of violence, taunting, persistent name calling, cyberbullying.

Where there is inappropriate behaviour we employ our 5 stage approach to positive behaviour:

### **Stage Approach to Behaviour Management**

#### **Stage 1**

Teacher / teaching assistant becomes aware of challenging behaviour. Teacher meets child involved and explains why he/she is not happy with child's behaviour.

Teacher and child agree strategies to address issues (keep notes).

Teacher informs parent / carer of concerns and agreed strategies.

Teacher informs KS leader. (copy all notes to KSL)

End of each week – Teacher meets with child to discuss progress and amend strategies.

Teacher informs parent / carers of progress. If challenging behaviour persists:

#### **Stage 2**

Teacher meets parent / carer of child and child together and explains issues and agrees ways forward (record of meeting cc. to KS leader and HT)

End of each week – Teacher meets with child to discuss progress and amend strategies. Teacher informs parent / carers of progress. If challenging behaviour persists:





### **Stage 3**

Key Stage leader and teacher meets parent / carer of child and child together and explains issues and agrees ways forward. (record of meeting cc. to KS leader and HT). End of each week – Key Stage leader meets with child to discuss progress and amend strategies.

Key Stage leader informs parent / carers of progress.

Key Stage leader may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session.

Key Stage leader may decide to involve Special Needs Coordinator at this point and produces with teacher a Behaviour Plan.

This must be shared with parent / carer and child together. Dates are set for review.

### **Stage 4**

Headteacher/ Inclusion Manager and Key Stage leader meet with parent carer and children together and explains seriousness of problem and agrees way forward (record of meeting cc. KSL and T)

End of each week – Headteacher/ Inclusion Manager meets with child to discuss progress and amend strategies.

Headteacher/ Inclusion Manager informs parent / carers of progress.

HT may decide to monitor behaviour more frequently e.g. end of each lesson, end of each morning or afternoon session.

Headteacher/ Inclusion Manager will involve Behaviour Support Adviser to review Behaviour Plan.

This will be shared with parent / carer and child together. Dates are set for review. If challenging behaviour persists:

### **Stage 5**

Other strategies including exclusion considered.

NB There may be times when the seriousness of a child's behaviour causes earlier stages to be jumped, as outlined in our school prospectus.

*Only the Head teacher may exclude a child. If an action is considered to be very serious, the Head teacher has the power to exclude without resorting to any of the above levels.*

*For incidents of Bullying, please see St Columb Minor Academy's Anti Bullying Policy.*

### **Fixed term suspension and permanent exclusions**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil suspension. Only the Head teacher has the power to suspend a child from school. The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.







If the Head teacher suspends a child, they will inform the parents as soon as possible, giving reasons for the suspension. At the same time, the Head teacher will make it clear to the parents that they can appeal against the decision to the Kernow Learning directors and how to do so through the letter of exclusion.

The Head teacher will inform the Local Authority (LA) and the Directors about any permanent exclusion or fixed-term exclusions. The Directors themselves cannot either exclude a child or extend the exclusion period made by the Head teacher.

However, the Directors have a discipline committee whose role is set out in strict guidelines whenever a child is suspended/excluded from school.

### **Special Educational Needs**

Some children have an IEP/ IBP which outlines their particular area of SEND. Where there is a recognised need, it may be appropriate to have adapted sanctions that are appropriate to the need. These may include:

- Small breaks
- Adjusted seating plans

It is important that the SENCO and class teacher establish appropriate procedures, rewards and sanctions which are discussed with parents, the pupil and relevant staff. These will need to be reviewed regularly in line with the IEP while it remains in place. For these pupils, this policy must be used in conjunction with their IEP and reasonable adjustments should be made.

### **Non Negotiables for children and adults**

Our academy team has established non negotiables for all parts of the school day which are visited regularly as part of our approach to our behaviour curriculum. These are shared with the children by their class teachers and all staff are reminded to employ these on a daily basis:

#### **Assemblies starting from the classroom**

<b>This is what the adults do:</b>	<b>This is what the children do:</b>
Create an 'assembly order' – NOT boy/girl Tricky children separated and near an adult Share an assembly order for cover (use order for everything) Adults modelling and reinforcing assembly promises Adult watches the class during assembly	Line up silently – hands by their sides Follow assembly promises from the classroom Stop sign Join in singing Stay in assembly order Get involved with questions





<p>Ensuring SEN children have equipment e.g. ear defenders/cushions etc</p> <p>Join in singing</p> <p>Reward good behaviour</p> <p>Sitting so you can see and be with the children</p> <p>Not talking to colleagues – modelling – listening/looking</p> <p>Short concise assemblies – windows open/jumpers off</p>	<p>Listen carefully</p> <p>Make assembly promise in assembly</p>
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### PE Expectations – including getting/returning kits to pegs

<p><b>This is what the adults do:</b></p> <p>Adults wearing PE kit</p> <p>Before lesson, reminders of what behaviour should look like.</p> <p>Set a manageable time for FS</p> <p>Contact parents when children don't have their kit</p> <p>Direct children where to go to before children leave classroom.</p> <p>Share LI before leaving classroom</p> <p>Walk quietly to the lesson (high expectation from teachers)</p> <p>Model skills – read lesson plan before start</p> <p>Get equipment prepared before lesson</p>	<p><b>This is what the children do:</b></p> <p>Collect PE kit quickly and sensibly</p> <p>Change within set time</p> <p>Change quietly</p> <p>Sit on carpet or chair as directed when changed</p> <p>Have full PE kit in school</p> <p>Cover earrings with tape</p> <p>Line up sensibly – silent walking – hands to themselves</p> <p>Don't touch equipment until asked</p> <p>Go to the toilet before the lesson</p> <p>Follow instructions</p>
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### Lunchtime – in hall/classroom

<p><b>This is what the adults do:</b></p> <p>MDS's with class Adults to support children with cutting Talk to the children and encourage social happiness Create a happy calm environment No video unless it is wet play Encourage conversation Adult outside ready for early finishers Try new food</p>	<p><b>This is what the children do:</b></p> <p>Children use indoor voices – not shouting Children sit down at tables until called to line up for their meal Children walk around the edge of the hall when going for their lunch When eating meal, to use cutlery respectfully and talk quietly with sensible table manners Children to sit on allocated tables Stay in your seat and put hand up Clear your plate – scraping when finished Sit on the bench keeping hands to yourself</p>
	<p>Coats off before eating and back on before leaving the hall</p>

### Transitions between lessons

<p><b>This is what the adults do:</b></p> <p>Silent signals All adults participating and following expectations Clear expectations of behaviour modelled and explained Be observant Positive and public praise Expectations for the end of a lesson Corridor expectations and use same language Give reminder – time check before the end of a lesson No Special Day child</p>	<p><b>This is what the children do:</b></p> <p>Having responsibilities Walking silently Face forward Respectful of other learners Walking silently in corridors Tidying quietly before the next lesson. Know expectations of where to put books</p>
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### End of day – to include quality story time

<b>This is what the adults do:</b>	<b>This is what the children do:</b>
<p>Teacher reading quality story based on E &amp; D books/host countries/link with literacy topic</p> <p>Adults aware of children who find end of day tricky. 1-1 be with children</p> <p>One table to collect things for home</p> <p>Letters to be named and issued in a timely fashion and check clipboards</p> <p>Teachers to be notified if letters are delivered.</p> <p>Cloakroom supervision – teacher stand in the doorway</p> <p>Organise for children to be accompanied to Blues Club</p> <p>Remind children to go to clubs</p>	<p>Everyone helps to tidy at 2.55pm</p> <p>Blues/Clubs children stay seated while waiting for others to have gone home</p> <p>Collect belongings quickly and sensibly</p> <p>Help each other</p> <p>Sit at table or carpet to wait.</p> <p>Wait sensibly until their turn to leave</p>

### Lesson expectations – to include NO lining up at teacher's desk

<b>This is what the adults do:</b>	<b>This is what the children do:</b>
<p>Standing and not sat at their desk throughout the lesson</p> <p>Moving around the class – give itinerary of the day/lesson</p> <p>Supporting learning</p>	<p>Be kind and polite</p> <p>Oracy</p> <p>Questioning</p>
	<p>Problem solving – talk to partner and all feedback their ideas</p>
<p>I do, we do, you do</p> <p>5 levers</p>	<p>Asking for help – and how they ask – not shouting out Working together</p> <p>Helping others</p> <p>Organising themselves</p> <p>Listening</p> <p>Displaying oracy skills</p>





### Toilet routines

<b>This is what the adults do:</b>	<b>This is what the children do:</b>
<p>Remind children to use the toilet at break times and lunch</p> <p>Adults aware of children with toileting needs (intimate care)</p> <p>Sign out sheet to use the toilet. One child at a time.</p> <p>Re-establish toilet expectations regularly</p> <p>Recognise behaviour – linking to toilet visits – anxiety/UTI/Eating in toilets</p>	<p>Need to ask – not when teacher is teaching</p> <p>Using sign in sheets – one at a time</p> <p>One child per cubicle</p> <p>Paper towels in bin not toilet</p> <p>Look after the toilets</p>

### Playground expectations – morning and lunchtimes

<b>This is what the adults do:</b>	<b>This is what the children do:</b>
<p>Adults sitting in timetabled positions</p> <p>Adults wearing high vis jackets and all adults to have radio/first aid kit</p> <p>Clearly allocated areas for each year group</p> <p>Break time duties</p> <p>KS1 &amp; 2 – blow whistle /team stop – 2<sup>nd</sup> whistle line up</p> <p>Teachers to come out 2 mins before whistle to supervise own line</p> <p>Know if children can go on grass</p> <p>Check line and stop if children aren't doing it</p> <p>Smile and make positive relationships</p> <p>Help lonely/disengaged children</p>	<p>Children sit down when good weather Lining up one behind the other in assembly order</p> <p>Only bikes/scooters in the bike shed</p> <p>No standing on seats in the shelter</p> <p>Only sitting on picnic seats – not the top No standing on top bars of adventure playground</p> <p>Check with KS leader if you can go on the grass</p> <p>Stay in correct zone</p> <p>Only use equipment provided</p> <p>Respect equipment</p> <p>Stop on first whistle – silent walk to line</p> <p>All games finished</p> <p>Hands by sides</p> <p>Stay in single file</p>





### Morning Routine in the classroom including cloakrooms

<p><b>This is what the adults do:</b></p> <p>Good position for observation Greet every child and adult Facilitating structured task which begins immediately Clearly organised structured morning routine which is consistent! Emotionally available adult Plan calm start Say 'Good morning' Same routine every day Prompt register with respectful response One adult in the room and one in cloakroom – read pupils mood and catch up on events Adults role modelling 'Good Morning' around school</p>	<p><b>This is what the children do:</b></p> <p>Say good morning Know their routines Take responsibility to start their tasks Silent during register Organise what they need</p>

*The academy has a complaints procedure in place should any parent or pupil believe that any sanction has been used unfairly.*

### Uniform

Children will be expected to wear the school uniform and the uniform policy followed.

### Pupils conduct outside the academy gates What

the law allows:

At St Columb Minor Academy we have high expectations of the pupil's behaviour and would expect the pupils to behave appropriately on their way to and from the academy, and when wearing academy uniform. We would also expect them to behave appropriately when they are engaged in extended academy activities which take place beyond the normal academy day – e.g.: football matches. "Behaviour I Schools" Advice for headteachers and school staff DFE Guidance Jan 2022 gives Headteachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any academy organised or academy related activity or
- Travelling to or from academy or
- Wearing academy uniform or
- In some other way identifiable as a pupil at the academy.







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

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

In all cases of misbehaviour the teacher can only discipline the pupil on academy premises or elsewhere when the pupil is under the lawful control of that staff member.

### **Use of reasonable force**

We pride ourselves At St Columb Minor Academy on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated – we will do our best to calm these pupils down using communication skills, distraction and de-escalation techniques and removing the triggers wherever possible. However, there may be times when we are required to use physical support to ensure the pupil's own safety. In that instance, and only when all other strategies and techniques have been used, we will use Team Teach trained staff to positively support the child to move to a safe place to enable them to move from dysregulation to a state of calm.

The legal provision on academy discipline also provide members of staff with the power to use **reasonable force** to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms, as outlined in The Education Act 1996 and Education and Inspection Act 2006. If a member of staff has to physically hold a pupil **the Positive Handling Policy** will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers may also be invited to participate.

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in the academy, steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the pastoral team. Teachers will be responsible for reporting any early warning signs for behaviour, so strategies can be put in place and more formal steps can be taken.

The Positive Behaviour policy is shared with Parents/Carers. Academy staff will work together to support and encourage parents to share the same aims of the academy in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head teacher will share positive stories about best and improving behaviours. The Head teacher will work in an open and honest way with parents / carers in order to achieve the aims of this policy.

