



**St Kew
Academy**



Behaviour Policy

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School or Trust Policy	School

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#AsOne
Kernow Learning

Behaviour Policy Trust Introduction

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.

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

Rationale

At St Kew 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 Kew 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. Modelling Consistent 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, parent, governor, and visitor.

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
- As much as possible, 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 Kew 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 Kew 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 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 Kew 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"> ▪ We use the silent signals for transitions (1,2) ▪ 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. ▪ We walk on the left-hand side of the corridor to help each other be safe. ▪ Classes will not be walked anywhere until they are ready.
Entering/leaving assembly	<ul style="list-style-type: none"> ▪ Children and adults enter as above. ▪ 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 and wait to be seated. ▪ 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.
Around the school	<ul style="list-style-type: none"> ▪ We hold doors open for one another. ▪ 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 of 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 our classrooms putting any equipment away as we do so.
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 a countdown from 3 and instruction stacking.

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">▪ Discourage the use of hands up wherever possible. Use alternative methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling)
Leaving the classroom	<ul style="list-style-type: none">▪ Children must always ask for permission to leave the classroom to help keep us safe.
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.

St Kew 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.

Enrichment 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 Enrichment 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 our celebration assembly and added to their house pot. When a house reaches a predetermined point within their pot, their house will earn a celebration for example a disco in the hall.

Enrichment Time is 30 minutes of highly motivational extra-curricular activities on offer across the school for children who have kept to the school rules. These can be adult or child led, for example forest school activity, a sports game, disco, scooters/skateboards, smoothie-making, bring your own toy etc.

The Enrichment Time choices for the week are advertised in class and in assembly 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. Use a calm and natural tone of voice and try to adopt an approach of being on the same side of the child e.g. 'I don't want you to lose...' or 'I want you to have a good rest of the lesson.' 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?" The aim of this stage is to stop the negative behaviour escalating further.
2. **Reset:** 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?' 'Let us reset so that we are ready to learn.' It might be appropriate at this point to offer a soft reset such as a movement break to help support the child refocus. If they re-engage, ensure that this is positively reinforced by swiftly and non-verbally giving them a token or non-verbal/verbal praise
3. **Caution:** write the child's name down on a post-stick and inform them that they will need to speak with you at break or lunch time (during this time, conduct a restorative conversation so that they are clear on where it went wrong and how they can turn this around). Acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around e.g. 'You can turn this around by...' . Remind them that if they continue, they will lose up to 5 minutes of their enrichment time. Remind children of all the positives that they could earn including house points, stickers and post-cards home.
4. **5 minutes lost:** explain to the child that they have now lost 5 minutes of their enrichment time. They will also need to speak with you at break or lunch time for a restorative conversation. During this time, remind them of the school rules, that their behaviour was unacceptable and so they have lost 5 minutes of their enrichment time but that this can be earned back through positive behaviour.
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.



Supporting children within these steps

We recognise that children can struggle to regulate their behaviour and we aim to support them to make the correct choices and not progress through the sanction steps. In order to do this, after the remind and refocus step, and between the subsequent steps, we will aim to co-regulate with the child. This will include using language that includes: 'I can see that you are struggling, so I am going to help you with it'; 'Your anger is welcome, your violence is not'; 'What can I do to help you get back on track?'; 'I don't want you to lose your enrichment time, I will help you get back on track.'

Staff might also use some of these strategies to support children during these times to help them refocus on their learning.

- Breathing techniques (e.g. hand breathing)
- 5, 4, 3, 2, 1 grounding (e.g. 5 things you can see, 4 things you can hear, 3 things you can smell, 2 things you can touch, 1 thing you can taste)
- Name the feeling
- Horizon scanning
- Movement break
- Carrying heavy objects

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 Kew 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 Kew Academy will always hold them in unconditional positive regard.

If a child has been cautioned, 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, 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">Can you help me understand what's happened?Who has been harmed and in what way?What needs to happen now to put things right?How can we do things differently in the future?	<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?

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 Kew 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.

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.

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.

The Headteacher, or a member of staff to whom the Headteacher has delegated responsibility in their absence) may use internal suspensions. This is where the child will complete their work, separate from the rest of their class. This can be for either a single session or a whole day.

SEND

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.

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 Kew 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

Searching and confiscating

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