



**St Newlyn East**  
Learning Academy



# Behaviour and Relationships Policy

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School or Trust Policy	School

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**#AsOne**  
**Kernow Learning**

## Trust Philosophy

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 work 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.

## School Philosophy

At St Newlyn East Learning Academy (SNELA), we build upon the Trust's values by ensuring that **relationships and a sense of belonging are at the core of everything we do**. We create an environment where all children feel safe, valued, and part of a supportive school community. Our Behaviour and Relationships Policy is an extension of our ethos, ensuring that children develop strong emotional connections with staff and peers, feel included, and are equipped with the skills to navigate challenges positively.

### Our Commitment to Positive Behaviour and Relationships

At St. Newlyn East Learning Academy, we believe that:

- **Positive behaviour** is at the core of a good education and must be **explicitly taught** through structured learning sessions.
- Positive behaviour strategies are integral to supporting **good mental health** for children, staff, and the wider community.
- Managing behaviour effectively ensures a **calm, safe, and supportive environment** for all.
- We must create an **inclusive school** where every child, no matter their background, wants to attend and feels they **belong**.
- **Excellent teaching** leads to excellent behaviour and fosters an inclusive school climate.
- **Routine and clear expectations** are essential for maintaining consistency and predictability.
- Misbehaviour leads to lost learning time and can result in issues such as anxiety, bullying, and school avoidance.

- **Staff wellbeing matters**—misbehaviour can negatively impact teachers and lead to stress or absence.

It is for all of these reasons that we have developed our intention for a successful positive behaviour and relationships policy:

Our intention is to provide a calm, safe and supportive environment where children want to attend and where they can learn happily and thrive. We will do this by teaching the children how to behave well and appropriately within the school – this is arguably the most crucial building block for all success in life.

## Our School Values

Our School Values are at the heart of our behaviour policy and curriculum. At SNELA, we have Golden ‘Roots’ rather than rules, symbolising the foundation needed for growth.

- **Golden Roots:** We are gentle, We are kind and helpful, We listen, We are honest, We work hard, We look after property.
- **3Ps:** Perseverance, Participation, Passion.

Our youngest learners, Early Years children, play a vital role in shaping behaviour expectations and are the building blocks for excellence across the school. During the first few weeks of term, the Early Years team explicitly teaches and models the Golden Roots through stories, discussions, and examples.

This process is reinforced in all year groups at the start of every half term, ensuring expectations remain clear and consistent.

## Core Principles

### Our Behaviour Expectations

- We have **high expectations** and a **consistent** approach to allow feelings of security, safety and fairness.
- Behaviour must be **taught explicitly**, just like any other area of learning.
- Children are supported in understanding why **positive behaviour** is important.
- Positive **relationships** underpin behaviour management, reinforcing **mutual respect** and **fairness**.
- Our **core habits** (Appendix 1) and **discussion guidelines** (Appendix 2) support class routines and ensure expectations are clear, embedded and consistent.

## Adult Interactions and Relational Approach

- Staff model respectful, warm, and emotionally available interactions.
- Every child has access to an emotionally available adult at all times to ensure they feel valued and supported.
- We actively avoid limit-deprived environments by providing structure, support, and opportunities for self-regulation.
- Expectations are communicated calmly and consistently.
- A ‘no matter what’ approach ensures every child feels a sense of belonging and support

## Protect, Relate, Regulate, Reflect

Our approach to behaviour is embedded in the Protect, Relate, Regulate, Reflect framework:

- **Protect:** Creating an emotionally and physically safe environment where children feel secure.
- **Relate:** Building strong, trusting relationships between staff and pupils to foster a sense of belonging.
- **Regulate:** Supporting children to develop self-regulation skills through proactive strategies and positive reinforcement.
- **Reflect:** Helping children understand their emotions and behaviour through restorative conversations and reflective practices.

### Strategies to Support Positive Behaviour

Before escalating to warnings, staff will:

- Use non-verbal cues (e.g. proximity, eye contact, silent signals) to encourage self-regulation.
- Restate expectations in a calm and supportive manner.
- Offer a change of direction (e.g. peer support, movement break, sensory activity).
- Use affective questioning to help children reflect (e.g. “How can I help you make a better choice?”).

### Rewards and Recognition

- Dojos are used to praise different positive behaviours, e.g. ‘Good evidence of listening,’ and ‘Showing respect.’
- Citizen of the Week certificates celebrate positive contributions.
- Class rewards (e.g. additional break, golden time) are earned collectively to encourage teamwork and motivation.
- Genuine and specific praise is linked to our Golden Roots and 3Ps.

### Sanctions and Consequences

We believe in restorative approaches where consequences help children learn from their choices.

- **Proximity to behaviour:** A first **non-verbal cue** to inform the child their behaviour needs to stop.
- **Gentle reminder:** A quiet, supportive reminder of expected behaviour.
- **Warning:** If behaviour continues, a warning is issued with specific steps provided to support a positive outcome.
- **Warning 2: Lost time** – The teacher or TA who issued the warnings will enforce the sanction. The child will lose 5 minutes of break (or an appropriate amount of time depending on the situation). They will sit quietly and, where applicable, complete missed learning.
- **Restorative Conversations:** After sanctions, staff will engage in a discussion to help children repair and learn from the situation. **Every child is given a fresh start** after a sanction. **Staff training and reflection** ensure continuous improvement in managing behaviour.
- **Partner Class Support:** If the behaviour escalates, the child may be taken to a partner class. **SLT will be informed in these rare cases** and a behaviour support plan may be considered.

- **Extreme Behaviour:** For cases of violence, serious disruption, or high-risk behaviour, no warnings are given. **SLT are informed immediately and parents are contacted as soon as possible.**
- **Logging Behaviour:** Frequent warnings should be recorded in Ed:gen for review, and extreme incidents (e.g. violence, foul language, damage to property) must be recorded as an individual incident.

### Conduct in the Community

- Behaviour expectations extend beyond the school gate.
- Pupils are representatives of the school in all areas of the community, including during school trips, at clubs such as Brownies and Scouts, and in public spaces.
- We set high expectations for pupil behaviour, ensuring they demonstrate respect, responsibility, and pride in representing SNELA wherever they go.

### Lunchtime and Playtime

Ensuring that behaviour expectations extend beyond the classroom is vital to maintaining a positive and safe school environment. Our approach to behaviour during unstructured times is based on high expectations, consistency, and opportunities for positive social interactions.

- **Clear Expectations:** Children are reminded daily of behaviour expectations during playtimes and lunchtimes through class discussions, visual reminders, and staff reinforcement.
- **Supervision and Support:** Staff actively engage with children to reinforce positive behaviour, provide structured play opportunities, and intervene early to de-escalate potential issues.
- **Conflict Resolution:** Staff are trained in restorative approaches to support children in resolving disputes positively.
- **Zones of Play:** Different areas of the playground are designated for various activities to encourage inclusive play and prevent conflict.
- **Reflect and Reset:** If a child struggles with behaviour during unstructured times, they will be supported with a short reflective conversation before returning to play.

### Adaptive Approach

We recognise that some children require an adaptive approach, including individualised strategies.

- Trauma-informed strategies ensure children feel safe and understood.
- Assess, Plan, Do, Review plans (APDRs) are used where needed to provide tailored support and intervention for children who require additional guidance.
- Our SEND approach ensures that all staff understand and respond appropriately to children with additional needs, recognising that some behaviours may be communication of unmet needs.
- We work closely with families, external professionals, and support agencies to ensure the best possible outcomes for children requiring additional behavioural support.
- Transitions are carefully managed, with additional support provided for children moving between year groups, key stages or schools to ensure consistency and security.
- We have a whole-class approach to wellbeing, including movement breaks, mindful moments, and structured wellbeing activities. This supports all children and reduces the number of pupils needing additional interventions. Where additional interventions are required, they will be detailed in the pupil's APDRs.

## Serious Incidents

- Serious incidents are recorded and reported to SLT.
- Staff intervene promptly to de-escalate situations and support all involved.
- Appropriate support plans may be put in place for recurring serious incidents.

## Behaviour Plans

For pupils who require additional support in managing their behaviour, Individual Behaviour Plans will be put in place. These are developed in collaboration with staff, parents/carers, and where appropriate, external agencies to provide a structured approach to support positive behaviour.

### Key Features of an Individual Behaviour Plan:

- **Assessment:** Identification of specific behaviours that need support, including possible triggers.
- **Strategies and Interventions:** Proactive measures to help pupils self-regulate, including visual timetables, sensory breaks, or structured check-ins.
- **Expected Outcomes:** Clear, measurable goals for improvement, with agreed strategies for reinforcement.
- **Monitoring and Review:** Regular meetings with staff and parents to assess progress and make adjustments.
- **Trauma-Informed Approach:** Recognising that behaviour is communication and ensuring that interventions are supportive, not punitive.

Pupils with persistent behaviour challenges may also be referred to additional specialist support, such as SENDCo intervention or external behavioural specialists.

## Pupils with 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**

In rare instances where a child's behaviour presents an immediate danger to themselves or others, staff may use positive handling techniques in line with statutory guidance and Kernow Learning policies.

- De-escalation First: Staff are trained in de-escalation strategies to reduce the need for physical intervention.
- When Positive Handling is Used: Physical intervention is only used as a last resort when there is an immediate risk of harm.
- Training and Protocols: All staff involved in regular positive handling are trained according to nationally recognised guidance. However any staff member may physically intervene to protect from harm.
- Parental Communication: Parents/carers will be informed if positive handling has been used with their child and will be engaged in decision-making regarding any required regular physical intervention, and consent will be obtained where necessary to ensure safety.
- Risk Assessments: For pupils requiring regular intervention, an individual risk assessment and behaviour plan will be in place.

### **Suspensions**

- Suspensions will only be used as a last resort when all other interventions have failed.
- The school follows DfE guidance on exclusions, ensuring fair procedures are followed.
- Parents will be involved at every stage to support the child's reintegration.

### **Permanent Exclusions**

- A decision to exclude permanently is taken with great care and is always a last resort.
- Alternative strategies, interventions, and external support will be explored first.
- The school follows statutory guidance to ensure a fair and legal process.

### **Searching, Screening and Confiscation**

At St Newlyn East Learning Academy, we follow the Department for Education's statutory guidance on Searching, Screening, and Confiscation (February 2024). Searches and confiscations will only be carried out where necessary to maintain the safety and wellbeing of pupils, staff, and the school community.

### **Authorised Staff**

Searches will normally be carried out by the Headteacher or staff authorised by the Headteacher in accordance with statutory guidance.

### **Searching a Pupil**

- A member of staff may search a pupil's belongings if there are reasonable grounds to suspect they have a prohibited or inappropriate item.
- Searches of a pupil's person will be limited to outer clothing (such as coats, hats, or pockets) and their possessions, including bags, desks, or lockers.
- A pupil's possessions will normally only be searched in the presence of the pupil and another member of staff, unless there is a risk of serious harm and it is not reasonably practicable to summon another member of staff.
- Any search of a pupil's person will be conducted by a staff member of the same sex, with another staff member present as a witness, unless there is an immediate risk of harm.
- A record of the search will be made on Ed:gen, including the reason for the search, staff involved, items found, any follow-up action, and the pupil's well-being after the search.
- Parents or carers will be informed of any search and the outcome as soon as reasonably practicable.

### **Confiscation**

- Items that pose a risk to safety, disrupt learning, or violate school policies will be confiscated.
- Parents may be informed depending on the nature of the confiscated item.
- Where illegal items are found, the school will seek advice from the police and follow appropriate safeguarding procedures.
- Items of serious concern, such as weapons, illegal substances, or items that are harmful or detrimental to school discipline, will be reported to senior leadership and, where necessary, external agencies.
- Confiscated items will normally be returned to parents or carers unless legal advice or safeguarding concerns prevent this.

### **Prohibited Items**

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal substances
- Stolen items
- Fireworks
- Tobacco, cigarette papers, or lighters
- Vapes
- Pornographic images
- Any item reasonably suspected to be used to cause harm, commit an offence, or damage property
- Mobile phones (if not handed into the office on arrival)

### **Electronic Devices**

- The school reserves the right to review the content of electronic devices only when there is a safeguarding concern, in line with legal guidance.

## Parental Involvement

- Parents/carers will be informed when necessary, particularly in cases of serious breaches of school rules.
- Confiscated items will be returned at the discretion of the school, in accordance with safeguarding considerations.

This policy ensures that searches and confiscations are carried out lawfully, fairly, and with due respect for pupils' rights and dignity.

## Staff Training

Ensuring a consistent and highly skilled approach to behaviour management is central to our ethos.

- All staff receive annual training in behaviour management strategies, de-escalation techniques, and trauma-informed approaches.
- CPD sessions throughout the year focus on developing skills in building relationships, understanding emotional regulation, and managing challenging behaviour.
- New staff receive additional induction training to ensure consistency in the application of behaviour strategies across the school.
- Senior leaders regularly review behaviour data to identify areas for professional development and ensure staff feel supported in managing behaviour effectively.

## Key Research and Guidance

This **policy is grounded in evidence-based strategies from key national research documents, including:**

- Behaviour in Schools (DfE, 2024)
- Improving Behaviour in Schools (EEF, 2019)
- When Adults Change, Everything Changes (Paul Dix, 2017)
- Trauma Informed Schools UK (TIS UK) Guidance – Supporting emotional wellbeing through relational approaches to behaviour.
- Headstart Kernow – A Cornwall-wide initiative promoting resilience and mental wellbeing in schools.

These sources provide a framework for developing positive behaviour management strategies that focus on relationships, high expectations, and restorative approaches.

## Conclusion

At SNELA, our Behaviour and Relationships Policy fosters an environment where all children feel they belong. By combining high expectations with strong relationships, proactive support, and restorative approaches, we create a culture of respect, safety, and success.

This policy is regularly reviewed to ensure it meets the needs of our school community and continues to reflect our ethos of Growing Excellence Together.



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# OUR CORE HABITS

## Thresholding

**Why:** Builds relationships and sets a positive tone

**How:** Greet all pupils warmly at the door



## Value Every Voice

**Why:** Encourages active listening and inclusive participation

**How:** Use structured talk strategies ensure all pupils contribute



## Positive Framing

**Why:** Establish high expectations

**How:** Narrate the desired behaviour



## Cold Calling

**Why:** Ensures all pupils are ready to contribute

**How:** No Hands up  
Question - Pause - Name



## Silent Stop

**Why:** Ensure calm, clear instructions

**How:** Silent stop signal with palm



## Live Modelling

**Why:** To show children how

**How:** Visualisers, OneNote or flip charts to model clearly



## Discussion Guidelines

**Why:** Respect the learning of others

**How:** Follow class set formed collaboratively and displayed



## Sequence in small steps

**Why:** Reduces cognitive load

**How:** I do, we do, you do

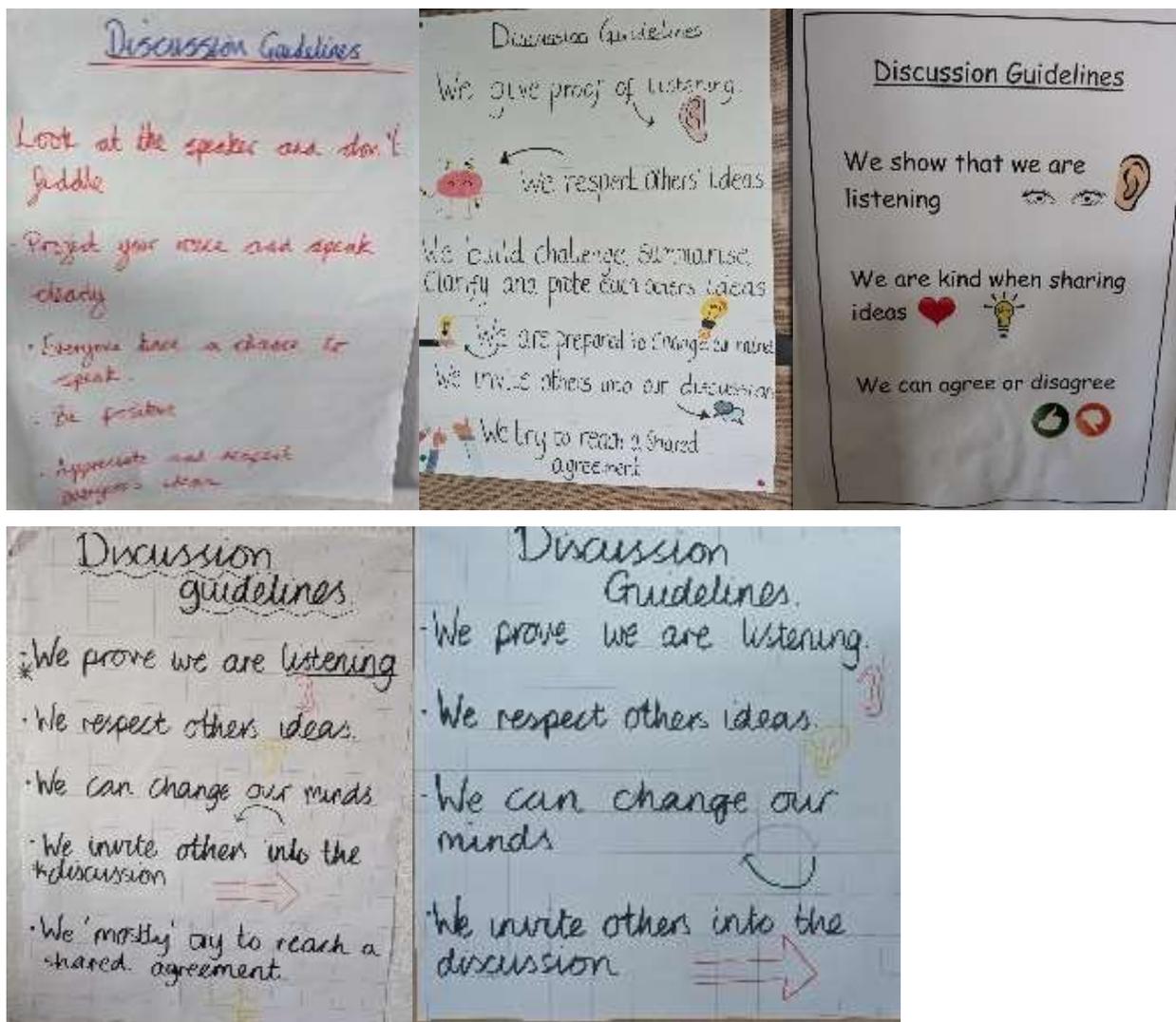


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## Appendix 2 - Discussion Guidelines Examples:

Each class devises their discussion guidelines at the start of the year and all children agree to them. They are referred to regularly and reviewed at the start of each half term.



## Appendix 3 - Step-by-Step Approach to a Restorative Discussion

Restorative discussions are used to help pupils reflect on their behaviour, repair harm, and rebuild relationships. Below is an example of a structured approach:

### 1. Prepare the Setting

- Choose a calm, quiet space where all parties feel safe.
- Ensure the conversation is private and without interruptions.

### 2. Set the Tone

- Use a calm and neutral tone.
- Explain that the discussion is to help understand what happened, not to blame.

### 3. Ask Open-Ended Questions

- What happened? (Encourage honesty and avoid leading questions.)
- What were you thinking at the time?

- How were you feeling?
4. **Explore the Impact**
    - Who has been affected by what happened?
    - How do you think they feel?
    - What could have been done differently?
  5. **Encourage Accountability & Repair**
    - What do you think needs to happen to make things right?
    - How can you rebuild trust with those involved?
  6. **Agree on Next Steps**
    - Develop an action plan (e.g. an apology, making amends, adjusting behaviour).
    - Ensure the child understands the expectations moving forward.
  7. **Follow Up**
    - Check in later to see if the agreement is being followed.
    - Praise positive efforts towards change.

We believe this approach helps pupils reflect, take responsibility, and develop social-emotional skills.