



**Trenance**  
Learning Academy



Statutory

School

# Positive Behaviour Policy

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School or Trust Policy	School

We want to ensure that your needs are met.

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01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

**#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.

## Introduction

Trenance Learning Academy is a Trauma Informed School, committed to providing the right support at the right time. Every interaction is seen as an opportunity to build connection and support positive outcomes. We believe that every child has the right to learn in an environment where they feel happy, safe and secure. Positive, respectful relationships are at the heart of our approach to behaviour.

Our aim is to support all children to develop into confident, resilient and compassionate citizens of the South West and the wider world. We recognise that when schools place a strong emphasis on emotional health and wellbeing, led by senior leaders and embedded in daily practice, outcomes improve for all learners.

Good behaviour and a positive school atmosphere are most effective when the whole school community works together. This policy provides clear guidance on expected conduct for all children and adults at Trenance Learning Academy.

The policy is inclusive and recognises the need for reasonable adjustments and differentiated approaches for pupils with SEND or additional needs. It reflects our belief that behaviour management should be supportive, educational and rooted in respect.

The Elton Report focused the thinking of schools on the ways of creating a positive atmosphere where major behaviour problems do not arise. It stresses the importance of creating consistent atmospheres in which good behaviour will become the norm. All the adults in the school must remember that their behaviour is a model for the children and their expectations influence how the children behave. A calm, relaxed atmosphere will give security to our children.



## Key Principles for Positive Behaviour

Our approach to behaviour is underpinned by five key principles:

1. Be consistent in how you model adult behaviour
2. Set high expectations supported by clear routines, structures and boundaries
3. Reflect & Connect during conversations with pupils
4. Address and discuss negative behaviour 'privately'
5. Be calm and controlled in their response to challenging behaviour

## Our Golden Rules

At Trenance Learning Academy, our behaviour expectations are clearly defined through our **Six Golden Rules**. These provide children with clear boundaries, consistency and a shared language for behaviour.

- We are gentle
- We listen
- We work hard
- We are kind and helpful
- We are honest
- We look after property

These rules are displayed throughout the school and are explicitly taught, modelled and revisited regularly. They align with our core values and help children understand not only *what* is expected, but *why* these behaviours matter.

## High Expectations

It is important that good behaviour is encouraged in a positive way. Smiling at the children, taking time to talk to them and giving praise are ways we can encourage acceptable behaviour. We can also share the children's achievements with their peers and parents. We also reward the children with more responsibility, celebrating achievements in assemblies, careful display of their work, use of TLA Tokens & TLA Tickets and the award of certificates. **The children should visit the Headteacher for exceptional praise and award.**

There is no place in our school for the following unacceptable behaviour:

- Bullying
- Deliberately hurting others
- Disobedience
- Cheating
- Spitting
- Kicking
- Abusive Language
- Stealing
- Rudeness to others
- Racial Abuse



- Swearing
- Dishonesty – Lying
- Vandalism
- Violence

All occurrences of this kind of behaviour should be dealt with by the class teacher and referred to the Headteacher or Leadership Team if necessary. Minor problems can be dealt with by any adults in the school, but a Senior leader will deal with continued inappropriate 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 label, 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...'

## **Rewards & Sanctions Systems**

Golden Time and House Points

### **Rewards**

- **TLA Tokens** – Positive behaviour and following the Golden Rules is positively rewarded throughout the school by all adults. Pupils are rewarded by earning TLA Tokens. These are for going above and beyond and can be added to the class reward jar. When the jar is full, each class can then vote for a reward of their choice.
- **TLA Tickets** – In addition to positive behaviour, children are encouraged to be well mannered to each other, adults and visitors across the school. Pupils are rewarded for displaying good manners with a TLA Ticket. These are then placed in the Book Vending Machine and 'winners' selected each Friday can select a book to keep.
- **Golden Time** – Golden Time is awarded to all pupils at the end of the week and used a whole school celebration of hard work and positive choices. Children can select to attend a wide number of different activities across the school and enjoy 30 minutes of activities linked to their passions and interests.
- **Citizen of the Week** – Each week a Citizen is selected from each class and celebrated in a whole school citizen assembly. Class teachers share each child's accomplishments across the week to the whole school community. Citizens also take home a book and hot chocolate to celebrate with their families over the weekend.
- **House Points** – House Points (contributing to a team) can be awarded to those pupils who go over and above the expectation, these are always in reference to the Golden Rules. House Points are counted  $\frac{1}{2}$  termly and the winning house announced in celebration assembly. These can be earned inside or outside of school promoting participation within the community.



## **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 expectations we will follow a consistent approach:

**Identify** - If a child is breaking one of the rules, identify that you are aware of their behaviour and how this breaks an agreed rule. 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?”*

**Verbal Warning** - 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?” Provide the pupil with the opportunity and support to change their behaviour.

**Warning** – being given a warning is aimed to support pupils not to miss Golden Time. It is in place to support the pupil to make changes to their behaviours with support from the adults around them. Adults will acknowledge pupil’s feelings and challenges and explain that to remove their warning they have to make changes to their behaviour.

**Reflect and connect** - Following a warning, a pupil will have a reflective conversation with their teacher aimed at reminding them of the correct behaviour choices. This is also an opportunity to ‘connect’ with their teacher and discuss any barriers they are finding to making good behaviour choices. We want children to know that they are liked and valued but the behaviour was an inappropriate choice.

**Sad Face** - Any pupil who continues to rule break after a verbal warning will have their name put under the sad face and attend ‘reflection time’ with their the Headteacher/SLT during Golden Time. 3 Golden Time losses within half a term will result in a parental meeting to discuss how the school can work in partnership to correct the unwanted behaviours. The pupil may also lose other privileges such as attending extra-curricular clubs, representing the school in sports teams, performances and in roles such as House Captains, Safety Ambassadors, Fab Friends, Wellbeing Champions and School Councillors.

**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.

School rules, rewards and sanctions remain the same during times of play and on trips, activities offsite.

## **Dangerous Conduct**

If a child is provocatively dangerous to self or others, timeout must be used. If a child carries out dangerous behaviour this must be dealt with by SLT, where possible within a calm environment. At all times the child is informed what is happening and why. Appropriate alternative strategies will be used for children with complex SEND.

Parents/carers should be contacted at the early stage to inform and gain co-operation when children are displaying dangerous and challenging behaviours. These will be individually agreed with the parents.

## **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 Trenance Learning Academy, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and 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

Positive handling is used only as a last resort and any occurrence is reported directly to the Headteacher and Trust Safeguarding Lead.

### **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.

## **Suspensions & Permanent Exclusions**

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, they inform 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.

## **Searching & Confiscation**

If concerns are raised around prohibited items in school, the Head Teacher and Assistant Heads (who have been authorised by the head) have a statutory power to search a pupil or their possessions.

They can conduct the search with the consent of the child/and or parent. The only time consent is not needed is, when to delay, could cause harm to the child or to other children and staff. An appropriate location will be found for the search and 2 members of staff will always be present when this is done.



The extent of the search:

- A member of staff may search a pupil's outer clothing only including pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing such as a coat or hat.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Following a search, the staff member will record full details on Edgen (pupil's name, reason for search, where, when, staff involved, items found, follow up action, pupil's well-being after). Parents will be informed about the search and the outcome as soon as it is practically possible. Pupils will be sanctioned in line with this policy to ensure consistency of approach.

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline. Prohibitive items may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used: a) to commit an offence, or b) to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco, cigarette papers & lighters
- fireworks
- pornographic images
- mobile phone
- vape

## 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.

## 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.

## Equal Opportunities

No child's behaviour will be discriminated against due to race, age, religion, gender or ability.

Reviewed: **February 2026** (Matt Williams, Headteacher)



Inspiration. Passion. Ambition

Kernow Learning  
Building Excellent Schools Together



# TRENANCE LEARNING ACADEMY GOLDEN RULES

**We are gentle**



**We are kind & helpful**



**We listen**



**We are honest**



**We work hard**



**We look after property**

