

Wendron

C of E Primary School



Behaviour Policy

Version Number	January 2026
Date Adopted by Governors	25 th February 2026
Scheduled Review Date	February 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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

Introduction

At Kernow Learning, we believe that creating a positive, inclusive and safe learning environment is essential for all children to flourish academically, socially and emotionally. This Behaviour Policy sets out how we create a respectful, calm and purposeful environment where everyone feels valued, safe and able to learn well.

Our approach to behaviour is rooted in Kernow Learning's core shared values of strength, wisdom and courage, alongside our belief in working hard, helping others and being honest. At Wendron Church of England Primary School, these values are lived out daily through positive relationships, clear expectations and consistent adult practice.

We are committed to upholding the principles set out in the Department for Education's updated guidance on behaviour (February 2024), which emphasises high expectations, consistency, fairness and strong relationships. Our aim is to promote a culture where children feel respected and supported, and are empowered to take responsibility for their actions.

This policy applies across Kernow Learning schools, ensuring consistency while recognising the unique context of each school community. It is based on the belief that positive behaviour is fundamental to effective learning and is best achieved through strong partnerships between children, staff and parents.

We recognise that behaviour is a form of communication. This policy provides clear guidance for both positive reinforcement and corrective responses, ensuring that all children are supported to make good choices, reflect on their actions and contribute positively to school life.

Through our shared ethos and high standards, we aim to develop confident, responsible and respectful individuals who enjoy coming to school and contribute positively to society.

Areas to be covered by local school behaviour policy

- Adult Interactions
- High Expectations
- Routines and Consistency
- Rewards
- Sanctions and consequences
- Serious Incidents
- Suspensions
- Permanent Exclusions
- Follow up and repair
- Adaptive Approach
- Positive Handling
- Conduct in the community

Wendron Church of England Primary School Behaviour Statement

At Wendron Church of England Primary School, we pride ourselves on providing the right intervention and support at the right time. Every interaction is an opportunity to build relationships and support positive outcomes.

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 heart of all that we do, and our aim is for all children to grow into confident, happy citizens.

Research shows that when schools place a strong emphasis on emotional health and wellbeing, outcomes improve for all members of the community (Banerjee, Weare & Farr, 2014). At Wendron, this ethos is driven by senior leadership and embedded consistently in practice.

Our Golden Rules

Children are supported by clear boundaries, consistent expectations and an understanding of why rules matter. Our Six Golden Rules are central to daily school life:

We are gentle

We listen

We work hard

We are kind and helpful

We are honest

We look after property

These rules are clearly displayed throughout the school and on our website, and they align closely with our Christian values and school vision.

Key Principles for Positive Behaviour

1. Consistent adult behaviour, acting as positive role models
2. High expectations, clear routines, structures and boundaries
3. Reflective conversations that promote understanding and repair

Purpose of the Policy

Positive behaviour and a calm 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 Wendron Church of England Primary School, with appropriate differentiation to meet the needs of pupils with additional learning or behavioural needs.

Consistent Adult Behaviour

Every member of the school community is expected to behave in a considerate and respectful way, including staff, parents, governors and visitors. Adult behaviour should consistently reflect our core values of relationships, wellbeing, kindness, curiosity and creativity.

Children learn behaviour through modelling. When adults are calm, respectful and consistent, children feel safe and are more able to regulate their own behaviour. Emotional wellbeing underpins all learning.

Adults are expected to:

Remain calm and controlled when responding to challenging behaviour

Model unconditional positive regard towards children

Be mindful of body language and facial expressions

Pay first attention to positive behaviour

Address negative behaviour discreetly and privately

Practice

Good behaviour is actively encouraged through positive reinforcement. Smiling, listening, praise and genuine interest all support positive conduct. Achievements are celebrated through assemblies, certificates, displays, Team Points and additional responsibilities. Exceptional behaviour is recognised by the Headteacher.

Unacceptable Behaviour

The following behaviours are not acceptable at Wendron Church of England Primary School:

Bullying; Deliberately hurting others; Disobedience; Cheating; Spitting; Kicking; Verbal abuse; Stealing; Rudeness; Racial abuse; Swearing; Dishonesty; Vandalism; Violence

All incidents are addressed by the class teacher in the first instance and referred to the Headteacher or senior leader if required. Persistent or serious behaviour is managed by senior staff, taking into account the context of the behaviour, the child's individual needs and any identified SEND or SEMH.

PACE Approach (Dan Hughes, 2012)

To prevent escalation and support regulation, staff adopt a PACEful approach:

Playfulness: Using a light, positive tone where appropriate

Acceptance: Validating emotions while being firm on behaviour

Curiosity: Seeking understanding without judgement

Empathy: Helping children feel understood and supported

Consequences

While rewards are central to promoting positive behaviour, consequences are sometimes necessary to support learning, ensure safety and maintain fairness for all. Consequences are applied consistently and proportionately, taking into account individual needs, SEND and mitigating circumstances.

Staff follow the school's Behaviour Flowcharts, which are visible and referred to consistently at the start of learning sessions.

 Let's look at your behaviour 		
Name:	Date:	Class:
		<input type="checkbox"/> Lander <input type="checkbox"/> Grylls <input type="checkbox"/> Trengrouse <input type="checkbox"/> Trevithick
Golden Rules	Tick broken rule(s)	What happened and consequence?
We are gentle		Time out
We are kind and helpful		Time off play
We listen		Reflective conversation
We are honest		Formal Parental Meeting
We work hard		
We look after property		

Managing Behaviour in Practice

At Wendron Church of England Primary School, adults respond to behaviour in a calm, respectful and consistent way. Children are spoken to one-to-one, without comparison or raised voices, and behaviour is always separated from the child. Expectations are reinforced through class discussion and clear reference to the Golden Rules, helping children understand why rules matter.

In most cases, behaviour is managed through a graduated and supportive response. Adults clearly identify rule-breaking and provide verbal warnings to support children in making positive choices. If behaviour continues, the child may be given time out of the classroom to regulate and reflect. This may

involve working briefly in another classroom or space, particularly if a senior leader is not immediately available. Reflection time is used purposefully to support learning from mistakes and to help children re-engage positively with learning.

Where behaviour persists, a short loss of playtime may be used to allow for a reflective conversation with an adult. Loss of playtime is used carefully and is always supervised, ensuring children continue to have access to food, drink, toileting and appropriate physical movement. Reflective conversations focus on understanding the impact of behaviour, taking responsibility and repairing relationships.

If behaviour continues over time or causes ongoing concern, the school works in partnership with parents to agree next steps and any additional support required. All responses are applied proportionately and consistently, with consideration given to individual needs, including SEND and SEMH, in line with the school's adaptive approach.

Serious Incidents

The Headteacher or senior leader will manage serious incidents, which may include removal from an activity, restorative tasks or parental meetings. Where serious incidents occur, or where a pattern of significant behaviour concerns emerge within a half-term, a meeting with parents will be arranged to agree next steps and additional support.

Communication and Parental Partnership

Strong communication and positive partnerships with parents are essential. Early concerns are shared with relevant staff, including the SENDCo and senior leaders. Parents are informed promptly and involved in planning supportive strategies. Communication with parents is timely, transparent and solution-focused, ensuring that concerns are addressed early and that children receive consistent support between home and school.

Ongoing or Serious Behaviour

Where behaviour remains challenging, additional support may include:

Daily meet and greet

Behaviour support plans

Nurture provision

Individual targets and rewards

Specialist agency involvement (with parental consent)

Dangerous Conduct and Positive Handling

Positive handling is used only to prevent harm to the child or others, or serious damage to property. Staff use de-escalation strategies first and receive appropriate training. Parents are informed at the earliest opportunity.

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

Suspension and Exclusion

Suspension or exclusion is a serious measure and is only used when necessary. Decisions are taken by the Headteacher in consultation with the Trust and relevant professionals. Parents are fully informed throughout the process.

Where necessary, risk assessments and behaviour support plans will be reviewed every six weeks, or sooner following an incident, to ensure appropriate adaptations are in place to minimise risk and maintain safety.

Adaptive Approach and Reasonable Adjustments

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.

Equal Opportunities

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

Home/School Agreement

<p>Wendron C of E Primary School: As staff, our primary purpose is to educate pupils in an equitable environment conducive to learning. We also acknowledge our responsibility to support parents, guardians and carers in the task of nurturing their children so that they achieve and become well-rounded, proactive members of the community.</p>	<p>Parents, Guardians and Carers: As parents, guardians or carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in the school community and all of its aims for our child.</p>	<p>Pupils: As a pupil, I acknowledge that I have unique talents, which are my responsibility to use wisely to ensure that I maximise my achievements, my enjoyment of learning and my role in the community.</p>
<p>As staff we will:</p> <ul style="list-style-type: none"> • Encourage every child to have access to the best start in education and not be disadvantaged by any factor in their life. • Provide children with consistently great teaching and immersive experiences • Ensure fairness and safety is at the heart of all that we do • Work in collaboration with your family, listening to you and responding appropriately • Communicate effectively with you about your child's learning and their behaviours • Equip your child with all the skills to succeed in life beyond Wendron C of E Primary School. • Promote and value all curriculum subjects. • Instil a love of language in your child—helping them to become a confident reader and writer • Do our absolute best to ensure that your child has a safe and happy environment at school so that they develop a love of learning 	<p>As a parent / carer I will:</p> <ul style="list-style-type: none"> • Ensure that my child is in school, on time, every day, learning ready. • Keep up to date and respond to communication from school i.e. consent letters, newsletters, Class Dojo and emails as appropriate • Ensure my child has got everything that they need for the day, i.e. uniform, PE kit, lunch box • Work in partnership with the school to support the behaviour, E Safety and Safeguarding policies • Attend any information sessions about my child's education • Follow school procedures to inform the school about my child, i.e., absence, first aid, changes in collection, personal details • Ensure my child regularly reads to an adult at home. • Help my child to become independent and take responsibility for their own learning 	<p>As a pupil I will:</p> <ul style="list-style-type: none"> • Follow the Golden Rules and be a Good Citizen • Respect the school environment and the people within it • Wear my uniform with pride • Share my learning with my parents/ carers • Go to bed at a time that ensures I am ready for the day ahead • I will be representing Wendron School both in school and in the community • Take an active part in school life • Be willing to take risks and have a go! • Be curious—ask questions about what I have learnt or what I would like to find out next • Believe in myself and all that I can achieve

GOLDEN RULES

We are gentle



I look after myself, my faith, others and my world

We are kind & helpful



I am kind towards others and I am patient

We listen



I am confident and curious. I track the speaker

We are honest



I tell the truth and I am responsible for what I do

We work hard



I want to learn and do well, try hard and not give up

We look after property



I look after things that belong to myself and others