



Truro and Penwith
Academy Trust



Relationship and Positive Behaviour Policy

Review Summary

Approved By:	Trust Board
Approval Date:	September 2025
Next Review Date:	Bi-Annual

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

The school aims to:

- ❖ *Provide consistency in our approach to understanding and managing behaviour.*
- ❖ *Ensure high standards of behaviour are in place, allowing all learners to make good progress.*
- ❖ *Foster a partnership between all members of the school community to promote high expectations of behaviour.*

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Behaviour
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where

appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.
- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

- how children transition from playtimes to learning time
- how children behave in the classroom
- how children behave in the dinner hall
- how children walk around the school
- how children and adults talk to each other
- how children walk into assembly and sit in assembly
- And much more!

We strive to be an emotional literate school, with our everyday practice informed by an applied knowledge of neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn,

‘Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learner’s brain. At best, such teachers/adults contribute to the establishment of ‘good-enough’ regulating, focussing, meaning making and memory circuitry in the brain.’ (Lynne Gerlach / Julia Bird 2006)

High Five of Learning Behaviour

This image is displayed in every classroom and around the school to support the children understanding our learning behaviour expectations of the school. Our High Five is used when supporting children understand the rules, but also when celebrating their behaviours in assembly or around the school.



Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should be a welcoming environment.

Classroom Practice

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations.

In our school, we use the 'Class Dojo' system to recognise and reward good behaviour choices of examples of our HIGH FIVE learning behaviours: safe, achieving, responsible, respectful, determined.

*It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. **Points once earned are never removed.***

Classroom Rules

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standard of behaviour.

Rules should:

- be kept to a minimum*
- be positively stated, telling the children what to do rather than what not to do.*
- actively encourage everyone involved to take part in their development.*
- have a clear rationale*
- be consistently applied and enforced.*
- promote the idea that every member of the school has responsibilities towards the whole.*

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

Social Time Rules

During break and lunchtimes, all adults work in partnership to model, reinforce and support all the expectations. Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social time provision has the following aims:

- to develop social skills,*
- to have the opportunity to interact, build tolerance and inclusion.*
- for the enjoyment of positive play.*
- to be healthy - to have fresh air, exercise and the opportunity to relax.*
- for the opportunity to explore and play with adults and peers in a less structured, positive environment.*

Our positive approaches to behaviour involve us 'noticing' good choices, being explicitly in descriptive praise and providing reward as reinforcement.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important

part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

6. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children's needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils' special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students' needs, as appropriate to the member of staff's role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school's expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school's standards, the school will take into account whether the child was able to understand the rule or instruction, whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence. .

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCO will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values and celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2.

8. Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3.

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension

- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Governing Board

The Local Governing Board is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.

- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other
- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

If pupils bring mobile devices into Blackwater School, they must be handed to the office at the start of the day, and picked up from the office at the end of the day. Phones are not permitted to be in the school throughout the school day.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during

a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the pupil will be required to leave the school site. The school has not excluded the pupil and the pupil's absence will be treated as unauthorised. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. Governors will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)
<https://www.gov.uk/government/publications/school-exclusion>
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115555/mobile-phones-in-schools-february-2024)

Summary

It is Blackwater Community Primary Schools' aim to support children, as a whole-school community and as individuals, in making positive choices in their behaviour by outlining accepted boundaries and teaching children about the outcomes of their actions. We look to foster a happy, nurturing and supportive environment, and develop a strong sense of community in which everyone is valued and has the right to be safe and learn.

‘Thinking of a child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.’ **The Gottman Institute**

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences
- Appendix 4 – Thrive Approach
- Appendix 5 – Approaches for developing positive behaviours
- Appendix 6 – Restorative Sentence Starters (Paul Dix)
- Appendix 7 – Use of reasonable force
- Appendix 8 – Theory behind PACE
- Appendix 9 – Positive Phrasing
- Appendix 10 – Reasons for exclusion

Appendix 1

Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 2

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than the failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

We use a range of rewards including:

- ★ *Verbal feedback and praise*
- ★ *Non-verbal feedback e.g thumbs up, smile, pat on the shoulder.*
- ★ *Dojo points*
- ★ *Citizen and Learner awards.*
- ★ *Above and beyond award.*
- ★ *Wild worker award.*
- ★ *Work of the Week award.*

- ★ *Half termly trophies for achievement.*
- ★ *Stickers*
- ★ *Recognition in the newsletter*
- ★ *Use of social media e.g. Facebook.*
- ★ *Certificates and prizes for reading.*
- ★ *Additional playtime*

During lessons, whole class feedback approach is used, which recognises different children each day for fantastic behaviours for learning and effort in class.

Appendix 3

Consequences

It is important that all behaviour is recognised as communication and yet, when necessary, a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

In lessons, a teacher will follow a procedure for dealing with disruptive behaviour in lessons:

Verbal reminder - the adult will remind the child of the school rules, expectations and link to the HIGH FIVE.
Second reminder of the school rules followed by a reminder to think carefully about their next step.
A quiet conversation with the pupil about their behaviour and a reminder of the positive behaviour that they have previously demonstrated. This will be followed up by a short conversation at the end of the lesson. Children will be given an opportunity to change their behaviour before further sanctions are applied.

Use of a sanction

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by the adult will consider a child's emotional development and any known specific needs.

Moved to another area in the class. The child is moved away from distractions and given the opportunity to follow instructions and complete their work.
Moved to a quiet space. The child is moved to a different classroom for a change of face and environment to support making the right choices.
'Time in' with a trusted adult. The member of staff speaks to the child to explain why the behaviour does not meet the school's expectations. It is important that the same adult supports during this time at play to work through any support needed.
Reflection Time. If more time for reflection is need, the Headteacher has additional time at lunchtime to discuss the actions taken and takes a restorative approach to support the child through this challenging time. If a child is in Reflection Time twice in a week, the Headteacher discusses the child's choices with parents to make sure they are supported.

It is important for young children to still have time to play, so they playtime sanctions will be used sparingly when managing the behaviour of EYFS and KS1 children.

If a child's behaviour is the cause of greater concern or the above approaches do not work, the following options will be considered:

<i>A meeting with parents to discuss ongoing concerns regarding a child's behaviour. The severity and frequency of incidents will be shared and next steps discussed.</i>
<i>Internal suspension (Time in) to remove a child from their classroom for a limited time period relative to the incident or repetition of incidents, measured in hour increments.</i>
<i>External suspension – all decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is persistent or serious. It is the school's intention that any fixed term suspension will be of the shortest time deemed possible, with the intention to re-group and adapt provision for the pupil that will support the pupil in a slightly different way for them to be successful in the future. Any suspensions will be discussed with the Director of Education at TPAT prior to decision.</i>
<i>Reduced timetable – continued suspension may lead to a reduced timetable for the child if it is our belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full-time education as soon as possible. This will be discussed and agreed with the parents prior to its instigation and reported to the local authority. A clear review date will be identified.</i>

The following is a list of DfE examples where more serious sanctions may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully support them in meeting our behaviour expectations. This list is not exhaustive and these are just examples of the sorts of behaviours that may result in a more serious sanction.

- a. Persistent, serious or offensive verbal or physical abuse of a child or adult.*
- b. Dangerous behaviour (likely to result in serious harm or accident)*
- c. Deliberate damage to property*
- d. Open defiance*
- e. Leaving the school site without permission.*
- f. Bringing an illegal or dangerous substance or object into school.*

If a child needs ongoing support with behaviour, they will be supported in school and provisions put in place. These provisions are then recorded, monitored and reflected on using our Learning Plans or STAR Behaviour Plans.

Appendix 4

Thrive Approach

Thrive is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during less structured interactions such as break and lunchtimes. These times enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognised that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time for individual children.

Addressing early emotional development needs builds resilience, decreases the risk of mental illness, prepares the children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The Thrive programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

Our Thrive space, The Rainbow Room, along with the Wild Area, is our hub for this provision and offers supportive programmes for pupils in a variety of ways across the school day.

Appendix 5

Blackwater Approaches for Developing Positive Behaviours

- ❖ *High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;*
- ❖ *Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.*
- ❖ *Use of Thrive snapshots (termly) and the Thrive Online tool to enable a strategic response to individuals and therefore plan next steps.*
- ❖ *Clear programme of PSHE (Personal, Social, Health Education) through SCARF to provide rich opportunities which are part of all areas of school life and learning.*
- ❖ *Encouraging children to manage their feelings and separate feelings and actions to enable thinking to take place between the two.*
- ❖ *Enable children to take responsibility for themselves and their actions in age appropriate ways.*

- ❖ *Reflect on incidents (where behaviour choices that are against our agreed expectation) as an opportunity for learning, both for pupils involved and for adults planning next steps.*
- ❖ *Where need is identified, for structured, tailored, group and individual programmes, create activities and outdoor learning to be incorporated into learning plans.*
- ❖ *Any plans of action are agreed and shared in working partnership with parents and carers.*
- ❖ *Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.*
- ❖ *Pupils need to know explicitly what behaviour is expected in different circumstances.*
- ❖ *The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.*
- ❖ *Using fixed term internal or external exclusions may be used as part of our positive behaviour approach.*
- ❖ *Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.*
- ❖ *We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.*

Appendix 6

Restorative Sentence Starters (Paul Dix)

Can you show me what happened?	• Listen carefully without interrupting or disagreeing • Give your perspective without judgement is necessary • Take care on how you presented your view - make it clear that this is worth a conversation - if it is
What were you thinking?	• Support by <i>I'm wondering whether you were feeling angry/frightened?</i> • Allows children to reconsider actions and replay the thought process - Their thinking at the time may seem irrational, but it may not be obvious to the child
What have you thought since?	• This questions allows a shift of attitude, explanation or possibility of an apology • Some of thought may be angry, negative, frustrated • Some will lead to the heart of the problem • Children may need help teasing out a solution
How did this make people feel?	• The child was probably unaware of how other people reacted to their behaviour. At that moment, it may have been insignificant, but after the event it is important to talk through • They may have been unaware of the 'audience' e.g. younger children, staff, parents • Think about the impact of their behaviour on classmates who are worried by their anger or younger children who were scared
Who has been affected?	• Encourage to see the blogger picture: the teacher who couldn't continue to teach, a child who doesn't like loud and sudden noises

How have they been affected?	Deliberately encouraging children to have empathy with others (pushing into the line at lunchtime)
What should we do to put things right?	- An apology is not demanded - There are many ways to 'put things right' - Remember that a forced apology is worthless
How can we do things differently in the future?	- Forward thinking and visualisation - It's likely that the child will be in similar situations again - Need to be reasoning own behaviour to change their pattern
You are teaching them to use their conscience. The adult leads the child to their thinking brain to problem solve and find a solution. Focus on the incident (not a previous incident) and plan a conclusion. All staff will take responsibility for leading restorative conversations, SLT can provide support to ensure a positive outcome.	

Appendix 7

Use of reasonable force

At Blackwater School we view the use of physical intervention or restraint of pupils as a last resort to maintaining a safe environment. Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that has been or is likely to be used to commit an offence, cause a personal injury or damage a property. Force cannot be used to search for items banned under school rules.

No more force will be used than is reasonably necessary in the circumstances; acknowledging our legal duty to make reasonable adjustments for disabled children and children with special educational needs or disability (SEND).

There are 4 members of staff who have received PRICE training are Evey Evison, Jess Keen, Jo Blake and Vicci Vaughan.

PAUL DIX - 7 shifts in adult behaviour that will have the greatest impact!

Deliberately noticing something new about each child
Focusing positive attention on effort, not achievement
Stopping yourself from telling the children how their negative behaviour makes you feel
Refusing to shout
Introducing more non-verbal cues
Focusing on positive recognition on those going over and above
Ending the lesson with positive reflections every time

Appendix 8

PACE

PACE - Dan Hughes	
<u>Playfulness</u> - conveying optimism and keeping things light, linking to a child's interests where possible. Using playfulness can defuse tension and manage monitor behaviours as children are less likely to respond with anger or defensiveness	<u>Curiosity</u> - showing an interest in the inner life of the child: discover who they are. Wondering about the reasons behind the behaviours rather than being angry impacts positively on behaviours. Being curious shows children you care.
<u>Acceptance</u> - non-judgmental and accepting the child for who they are not who you want them to be: time to initiate any repair. Acceptance doesn't mean accept behaviour - but accept the reasons behind the behaviours.	<u>Empathy</u> - getting a sense of what they are experiencing and validating this (not what you think they show, feel/dismiss how they are feeling): getting alongside the children and letting them know you are getting how they are feeling (through mirroring, noticing how they are presenting etc). Work together to find ways to support.

Appendix 9

Positive Phrasing

<u>Negative phrasing</u>	<u>Positive phrasing</u>
Stop being silly! Don't throw those scissors Stop running! Don't talk to me like that! Calm down!	Stay still and listen. Put the scissors down. Remember to walk. Remember to speak calmly and respectfully. Come and join us for a story
Get here now! Stop shouting now! What do you want to do? You must eat everything on your plate!	Come to this chair or sit in your carpet place. Come and quietly tell me what you are worried about, or sit down with the class. Do you want to do XX and YY? Now you need to eat the peas or the potatoes.

<u>Empowering the behaviour</u>	<u>Disempowering the behaviour</u>
Come out from under that table Come back here, now! You are not allowed in there on your own! Finish that work, now!	You can listen to the story from there. I'll catch up with you in 5 minutes. I'll come in with you. In 5 minutes I'll check you have completed XX amount
<u>Punishments Sanctions / consequences</u>	

You are losing all your breaks all week!	You know the consequences, you will miss lunchtime.
Names on board/somewhere public	I will talk to you about this, on your own, after the lesson

Appendix 10

Reasons for Exclusion

National Standard List of Reasons for Exclusion	
This list is providing descriptors of reasons for exclusions, the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick list for exclusions.	
Physical assault against pupil	Includes: fighting, violent behaviour, wounding, obstruction and jostling
Physical assault against adult	Includes: violent behaviour, wounding, obstruction and jostling
Verbal abuse / threatening behaviour against pupil	Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
Verbal abuse / threatening behaviour against adult	Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
Bullying (including online)	Includes: verbal, physical, homophobic bullying, racist bullying
Racist abuse	Includes: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
Sexual misconduct	Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
Drug and alcohol related	Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
Damage	Includes damage to school or personal property belonging to any member of the school community: vandalism, arson, graffiti
Theft	Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property
Persistent disruptive behaviour	Includes: challenging behaviour, disobedience, persistent violation of school rules
Other	Includes incidents which are not covered by the categories above but this category should be used sparingly.

