



**Truro and Penwith**  
Academy Trust



# Relationships and Behaviour Policy

**This is a Trust wide adopted policy – individual schools will populate the policy with specific details - please visit the individual school website.**

## **Review Summary**

|                          |                             |
|--------------------------|-----------------------------|
| <b>Approved By:</b>      | <b>Trust Board</b>          |
| <b>Approval Date:</b>    | <b>September 2024</b>       |
| <b>Next Review Date:</b> | <b>Bi-Annual- Sept 2026</b> |

**School Name:** Kennall Vale

**Dissemination:** Website

**Date policy approved by Trustees:**

**Date policy becomes effective:** September 2024

**Review date: (Bi-Annual)**

**Person responsible for Implementation and Monitoring:** Headteacher

## **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:

***Kennall Vale is an inclusive school at the heart of its community. Our aim is to provide a nurturing, safe and active learning environment built on mutual respect and trust. We challenge and support everyone to reach their full potential and make great progress in all areas. Kennall Vale is an aspiring learning community where everyone is supported to feel safe, included and valued. Our school is an enriching place where staff, Governors and families work kindly and collaboratively to provide a creative, nourishing and inspiring life-long learning adventure. We promote a love of learning so children are not afraid to make mistakes. We empower children to become resilient and informed leaders who are able to thrive in a complex and changing world.***

***'Together we achieve more'***

***Our Values 'Kennall Vale Cares' Community, Aspiration, Respect, Experience, Success***



**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

1. Encourage a happy, safe, nurturing and hardworking atmosphere
2. Create an ethos which values people as individuals in their own right
3. To encourage a culture of respect, harmony and tolerance
4. Develop self-discipline, resilience and independence
5. Develop the sense of responsibility and consequence
6. Achieve a consistent and predictable approach to praise and discipline
7. To define the role of staff in promoting good standards of behaviour
8. Develop an active partnership with parents as a means of encouraging positive behaviour for learning.
9. Create a shared understanding and language of feelings, actions and behaviours, empowering children to take an active role in managing their own behaviour.

Our rules are made with the safety and consideration for others in mind. The rules are in place to ensure every child is safe, can have the best education and thrive whilst at Kennall Vale. All children are expected to follow these rules at an age appropriate level. Kennall Vale is an environment where all children have the support to grow and develop to the best of their ability.

### **Be Ready**

### **Be Respectful**

### **Be Safe**

**Be Ready:** Always come prepared to learn. Focus your mind, and give your best effort in every lesson. Being ready helps you make the most of every opportunity.

**Be Respectful:** Treat everyone with kindness and fairness, whether it's your classmates, teachers, or visitors. Listen carefully, use polite words, and take care of our school environment to show respect for everyone and everything around you.

**Be Safe:** Think about how your actions affect yourself and others. Move calmly, follow instructions, and use equipment properly to keep our school a safe and happy place for everyone.

Children's behaviour is recorded stored on CPOMS software and notifications are sent automatically to the class teacher and Headteacher. This record enables staff to identify patterns and frequency of incidents which will support the creation of intervention required

### **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
- That pupils move around the school in a calm and orderly manner.
- 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:

| Autumn 1                                                                                                                                                                     | Autumn 2                                                                        | Spring 1                                                | Spring 2                                                                   | Summer 1                                                                    | Summer 2                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------|
| Classroom expectations<br>Routines<br>Reminder of School Values<br>Lining up at the door<br>Playground buddies- rules to support safety.<br>Dinner hall behaviour reminders. | Corridor safety<br>Helping others- mutual respect<br>Playground rule reminders. | Why do rules keep us safe?<br>Playground rule reminders | Playground rule reminders.<br>Helping my community/wider school community. | How do I help the whole school with my behaviour?<br>Respecting our things. | Transition to my new class.<br>The value of manners |

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 Monitoring Committee (LMC)**

The Local Monitoring Committee 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**

In line with DfE Guidance, mobile phones may be brought into school but must be turned off and handed into the school office each morning and collected at the end of the day. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

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. LMC members 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](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 \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3- Classroom Tracker
- Appendix 4 – Consequences
- Appendix 5- Zones of Regulation

### 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**

#### **What to praise:**

- Effort, achievement and progress
- Good and improvement in behaviour
- Consistency of work
- Positive attitude
- Demonstration of Kennall Vale values
- Positively impacting on others
- Particular help and consideration of others
- Overcoming personal challenges

#### **How to Praise:**

- Verbal encouragement
- Written feedback
- Stickers
- Sharing work with another teacher or Headteacher
- Sharing with parents: in person, telephone call to family or postcard sent home
- Share success on Class Dojo
- Being given a special responsibility
- Share achievement in Celebration assembly
- Display work around the school
- Share achievement in the weekly newsletter
- Nominated 'Star of the Week'
- Nominated for 'Values Award'

### Appendix 3

#### Classroom Behaviour Tracker

The behaviour tracker is displayed in every classroom. This is a consistent approach to supporting children's behaviour across the school. The Tracker is linked to the Behaviour Zone chart.

##### How it works:

- I *always* start the day on Green
- throughout the day, I can move up and down the tracker
- when I make positive decisions, I move up the tracker
- when I break a rule, I go down the tracker
- If I repeatedly go on Amber during the day, my parents will be spoken to
- If I go on Red at any point in the day, my parents will be spoken to
- If I go onto Blue, I will be positively rewarded by the class teacher and my parents notified

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I go on Blue when...                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>- I produce outstanding work</li><li>- I have worked really hard to achieve my best</li><li>- I have adopted a growth mind-set approach to overcome a challenge or personal target</li><li>- I have been a fantastic friend to others in the school, helping them when in need</li><li>- I have made excellent choices in supporting the school environment and the people within it</li></ul> |
| I start on Green and to stay here I have to...                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>- Follow instructions from an adult</li><li>- Behave well, according to the school rules</li><li>- Treat my peers and the staff with respect</li><li>- Manage distractions</li><li>- look after the school and everything within in it, including the people and resources.</li></ul>                                                                                                          |
| I go on Amber when...                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>- I have ignore reminders and choose not to correct a negative behaviour</li><li>- I have made a poor choice in the classroom or playground</li><li>- I have disrupted the learning of others</li><li>- I damage school property by making a poor choice</li><li>- I put the safety of myself or others at risk by making a poor choice</li><li>- I lie with ill intent</li></ul>              |
| I go on Red when...                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>- I continue to make poor choices after receiving my 2<sup>nd</sup> warning</li><li>- I use words to intentionally upset another person</li><li>- I physically hurt another person</li><li>- I continue to tell lies</li><li>- I continue to disrupt my own and other's learning</li><li>- I deliberately damage school property</li></ul>                                                     |

## Appendix 4

### Consequences

#### Managing continued negative behaviour:



| Action                                             | Staff             | KS1                                                                                                                                                                                                  | KS2                                                 | Purpose                                                                                                                                                                       |
|----------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internal Exclusion and consideration of suspension | HT                | Establish a safe environment to allow the child to remain in school/return to school safely. Meeting including family, child, relevant staff. Creation/adaption of Individual Behaviour/safety Plan. |                                                     | Protect peers from dangerous behaviour and disrupted learning environment. Unpick issue over time to support re-integration back into the classroom.                          |
| Parents contacted immediately                      | SLT/HT            | SLT member of staff to discuss incident(s) with family confidentially on the phone or in person. Arrange a face to face meetings.                                                                    |                                                     | Establish a positive home/school team to support child move forward and avoid internal exclusion.                                                                             |
| Removal from Classroom                             | SLT/HT            | Child meet with member of SLT to allow teacher to resume teaching of class.                                                                                                                          |                                                     | Focussed intervention from SLT to identify problem and create clear next steps. Opportunity to continue meaningful learning                                                   |
| Discussion outside of classroom with teacher/SLT.  | Class Teacher/SLT | Miss breaktime/15 minutes of lunchtime.                                                                                                                                                              | Miss breaktime/30 minutes of lunchtime.             | Stop disruption to other's learning and provide calm and safe space to unpick problem with an adult. Give clear understanding of escalation and opportunities to be positive. |
| 3 <sup>rd</sup> verbal warning                     | Class Teacher     | 5 minutes off break or lunch for reflection with adult.                                                                                                                                              | Miss breaktime for reflection with adult.           | Opportunity to reflect and solve issue with an adult. Be given clear choices.                                                                                                 |
| 2 <sup>nd</sup> verbal warning                     | Class Teacher     | 2 minutes off break/lunch for reflection with adult.                                                                                                                                                 | 5 minutes off break/lunch for reflection with adult | Label behaviour and identify sanction if not improved. Opportunity to reflect.                                                                                                |
| 1 <sup>st</sup> verbal warning                     | Class Teacher/TA  | Check understanding of class rules – firm reminder.                                                                                                                                                  | Check understanding of class rules – firm reminder. | Label behaviour and make clear steps required to improve. Opportunity to reflect.                                                                                             |
| Reminder                                           | Class Teacher/TA  | Child will receive a gentle reminder about expectations.                                                                                                                                             |                                                     | Quickly re-engage learning with minimal disruption to class.                                                                                                                  |

## Appendix 5

### Zones of Behaviour

We encourage children to understand and take ownership of their own behaviour and in order to do this, staff are trained to support children in understanding their emotions. Zones of Behaviour allow children to see that their feelings affect their behaviour and that behaviour is never fixed. Children know they are able to improve their behaviour and make positive steps forward to solve a problem. Staff are always available to support a child regulate their feelings, which in turn, leads to positive behaviour.

| Zone of Behaviour                                                   | 0                                                                                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                         | 3                                                                                                                                                                                                                                                                                        | 4                                                                                                                       | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
| Likely Behaviour                                                    | Complete dysregulation<br>Hurting staff/children/self<br>Damaging property                                         | Serious verbal or violent behaviour, deliberately disrupting other's learning, damaging property, ignoring repeated instructions                                                                                                                                                                                                                                                                                                                                                                 | Avoidance of work, disrupting others, disengagement with work, providing barriers to successful teamwork. | Engaged in learning, follow instructions first time, supporting others, demonstrating school values                                                                                                                                                                                      | Completely absorbed in learning, growth mind-set, actively seeking to improve their learning and the school environment |   |   |   |   |   |    |
| Likely feelings and sensations                                      | Fight or Flight response                                                                                           | Dysregulation, anger, red face, heavy breathing, adrenaline surge, loss of 'thinking brain', squeezing of fists, clenched jaw                                                                                                                                                                                                                                                                                                                                                                    | Embarrassed, worried, unsure, anxious, tired, confused, poorly, passive                                   | Happy, content, relaxed, calm, excited, eager, resilient                                                                                                                                                                                                                                 |                                                                                                                         |   |   |   |   |   |    |
| Staff must focus on/provide in order to change/improve behaviour... | Co-regulation, maintain safety of child, self and others; clear instructions/op instructions, RPI (as last resort) | Capture and share positive behaviour – remind child of right choices and options. Communicate clearly to the child, provide access to a calm space to allow regulation, breathing strategies, change the adult if necessary, apply correct sanction due to the behaviour (not the child), consistently apply classroom rules, follow Behaviour Plan (if appropriate), give time to reflect before discussion, reflect and resolve, always conclude by the end of the school day (where possible) |                                                                                                           | Promote, praise and celebrate, continue to develop positive atmosphere and class relationships, apply appropriate challenge, demonstrate recognition: certificates, Star of the Week, Values award, stickers, postcard home, telephone/meeting with parents, sharing work in newsletter. |                                                                                                                         |   |   |   |   |   |    |
| People involved are..                                               | Headteacher<br>Parents<br>Teacher<br>Teaching Assistant                                                            | Class Teacher<br>Teaching Assistant<br>Parents (if ongoing)                                                                                                                                                                                                                                                                                                                                                                                                                                      | Class Teacher<br>Teaching Assistant<br>Whole School celebration                                           |                                                                                                                                                                                                                                                                                          |                                                                                                                         |   |   |   |   |   |    |

### **Supporting children with their behaviour**

At Kennall Vale, we aim to positively manage behaviour by identifying what the child is doing successfully. No matter what Zone of Behaviour a child is in, they will always be praised and rewarded for demonstrating positive behaviours and making the correct choices. A child will always be supported in identifying their behaviour and managing it successfully. If a child continues to demonstrate poor behaviour, sanctions will be applied as set out on the next page. This is to ensure a consistent approach across the school; empower children to make the correct choices; manage the safety of all children and adults, and finally, ensure all children are able to be effective learners in the classroom without disruption.