



# Behaviour & Relationships Policy

Review frequency:	2 years
Last reviewed:	September 2024
Agreed by Governors	08/10/2024
Next review date:	September 2026

## Introduction

Trevithick Learning Academy is committed to creating an environment where excellent behaviour is at the heart of learning. Everyone is expected to maintain positive behaviour, to accept responsibility for their behaviour and encourage others to do the same.

We aim to provide an environment where everyone feels valued, safe and secure. In our school we encourage everyone to have the highest expectations of themselves and each other. We are proud of our students' academic achievements but just as importantly, we are a school that cares. We believe that students need to feel comfortable and secure in order to learn and, as a school, we put as much emphasis on creating a supportive and happy environment as we do on academic success.

Our Behaviour and Relationships Policy is a statement of good practice that contributes to the positive ethos at the school and to ensuring better outcomes for young people are achieved.

“Emotional regulation is important as it allows learning to occur and enables a greater variety of thinking strategies to be available.” (Schofield et al 2012)

Our approach to management of behaviour and development of positive relationships is based on the practice outlined from Restorative practices and Trauma Informed Schools.

### School culture and ethos

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you:

- **have them in your mind,**
- **care about them as a person,**
- **care about what they are doing.**

Staff must be fair and consistent with children (taking into account children's individual needs) and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to maintain positive behaviour) and children must be helped to understand this.

This policy aims to provide a framework for staff to promote positive behaviour for learning. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

### Our core understandings:

- That incidents of poor behaviour will always happen and that children can learn from them
- That we recognise children's behaviour choices are about communication
- That we recognise that children have the right to:

Feel safe	Feel happy	Learn
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## Aims

- To prioritise the development of positive, trusting relationships with children
- To maintain clear, consistent boundaries and expectations around children's behaviour
- To manage incidents of poor behaviour through a restorative approach
- To ensure children learn from their mistakes
- To communicate with parents in a transparent way and engage them in any further work that aims to help their child successfully manage their behaviour in school

## How we manage children's behaviour day to day

The Academy has a set of 3 rules or expectations of behaviour; which apply to every situation:

		
<p>Follow instructions with thought and care</p>	<p>Care for everyone and everything</p>	<p>Show good manners at all times</p>

These rules are displayed around the Academy and in classrooms. Children's understanding of these rules is explored and developed during our 'learning to learn' week each year (first few days of school in September).

## How we celebrate children when they work hard and behave well



<p><b>Immediate rewards</b></p>	<ul style="list-style-type: none"> <li>● Verbal praise highlighting model behaviour</li> <li>● Sharing work examples to the class</li> <li>● Dojo points - that equate to Dojo money to spend at the Dojo shop</li> <li>● Headteacher's awards nominated class/ school responsibilities</li> <li>● Balls in the tube (for class treat) for exceptional class efforts</li> </ul>
<p><b>Special rewards shared with parents and the school</b></p>	<ul style="list-style-type: none"> <li>● Dazzle certificates in weekly celebration assembly</li> <li>● Dazzling work pencils - celebrating exceptional work or effort</li> <li>● Parents evenings</li> <li>● Communication with parents and carers on drop off and collection</li> <li>● Sports person of the month in assembly</li> <li>● Representation awards in assembly</li> </ul>

<b>Academic awards in class</b>	<ul style="list-style-type: none"> <li>● 100% score sticker for Accelerated Reader quizzes</li> <li>● Handwriting hero stickers for improved handwriting</li> <li>● Maths expert sticker for excellent explanations in maths lessons</li> </ul>
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## How we manage behaviour that is not acceptable

Step	Example of behaviour	Consequence	SLT involvement	Parents informed	Recording	Can it be reversed?
<b>Verbal reminder</b>	<ul style="list-style-type: none"> <li>● Calling out in class</li> <li>● Not getting on with work promptly</li> </ul>	Next time it will be C1	Not expected	Not expected	None	n/a
<b>C1</b>	<ul style="list-style-type: none"> <li>● Repeated the same offence</li> <li>● Drawn on their book</li> <li>● Swearing not malicious</li> </ul>	Next time it will be C2	Not expected	Not expected	Display C1	Yes
<b>C2</b>	<ul style="list-style-type: none"> <li>● Repeated same offence</li> <li>● Swearing - minor words in malicious context</li> <li>● Hurt someone by accident but the game was not suitable</li> </ul>	Time out within the classroom, this could include missing play.	Not expected but useful if becoming a pattern	End of day verbal if required	Display C2	Yes
<b>C3</b>	<ul style="list-style-type: none"> <li>● Violence of any kind</li> <li>● Major damage to property</li> <li>● Severe, targeted swearing</li> <li>● Bullying behaviour of any kind</li> </ul>	Time out within the partner class or with SLT	Always	Phone call or meeting	Display ARBOR C3	No

## How we resolve an incident of poor behaviour

We help children resolve conflicts with other children where poor behaviour choices have led to fallings out or hurt of some kind. We use a restorative approach to:

- support children in understanding each others feelings at the time
- help children understand who is responsible for the poor behaviour
- help the wrongdoer and the victim understand the affect their behaviour has had on each other
- support children to restore their relationships and for victims to feel a sense of justice

We use a simple restorative chat to guide our conversations with children after an incident.

- **What happened?**
- **What did you think at the time?**
- **What were your feelings at the time?**
- **What did you need?**
- **Who has been affected?**
- **What do you want to happen now?**

Teachers, support staff or senior leaders may be involved in the resolution of poor behaviour incidents. If they warrant a C3 (see above table), this will be recorded on our online management system (ARBOR). Parents are always informed when a C3 incident has occurred.

## Incidents of bullying

The school recognises bullying as: **deliberately hurtful behaviour**, which is **unprovoked, repeated** over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in **pain and distress to the victim**. The school has a specific Anti-Bullying Policy to help us manage incidents effectively. A copy of that policy can be found on the school website.

## Internal Exclusion

Internal exclusion is when a child is excluded from their own class, teacher and peers for a period of time but is continued to be educated on site in a suitable, safe environment. This may be supervised by a member of senior staff or a special educational needs co-ordinator. We understand internal exclusion as not sustainable practice and is therefore used very rarely.

The school may choose to use an internal exclusion when:

- A child's behaviour is deemed to be too disruptive to the normal functioning of the class and a period of isolation from class may de-escalate their emotionally heightened state.
- Another child was badly hurt and the incident requires further investigation or further time away from might help the victim feel safe and supported.
- When an external exclusion (outside of school) places a child at risk of harm.

## External Exclusion

External exclusion is when the child is excluded from attending school for a short fixed period of time or permanently. The exclusion process is outlined in our Exclusions Policy. If any child that the school deems at risk of temporary or permanent exclusion has social care involvement, the social worker must be consulted with in the decision making process.

## Working with children whose educational needs make behaving well a challenge

We understand that some children will need more support than outlined above to adhere to our school rules and remain safe and happy in school. To achieve positive behaviour for learning, we teach children routines and expectations and keep reminding them so they begin to self-regulate. We use differentiated and appropriate strategies to support learners who present with a broad range of special educational needs and/ or disabilities, taking into account the child's individual difficulties.

Needs	Adaptations
<b>Speech, language and communication needs</b>	Visuals to support expectations and restoration, social stories, explicit outcomes, clear, concise language.
<b>Cognition and learning</b>	Direct instruction, supported/ structured interaction, processing time, visual support.
<b>Social, Emotional and Mental Health</b>	Anticipation of events and challenges that may trigger poor behaviour choices, reduced demand in times of high anxiety,

	time in to support the child in preparation or time out to regulate before addressing the behaviour.
<b>Sensory and/ or physical needs</b>	Increased regulation activities throughout the day to maintain a calm sensory system.

## Positive support plans

For a small number of children the core behaviour systems are not appropriate. These children require personalised support plans adapted to include awareness of the pupils' needs, triggers, resources, tolerances, management and resolution, encompassing a whole school approach. These plans will always seek to align as closely as possible to the whole school system so that we can work towards managing behaviours in a consistent manner.

All children who have a positive support plan also have a risk assessment that informs the strategies we employ for that individual. These are used when children pose a physical risk to themselves, other children or staff. The school's approach to the physical handling of children is outlined in our **Positive Handling Policy** (a copy is found on our school website).

## Responsibilities

The school's governors are responsible for following the legal guidelines outlined in the Academy's Behaviour and Relationships Policy and for the monitoring of behaviour incidents.

The legal responsibilities for the discipline of the school lie with the Governors who have delegated the day-to-day management to the head teacher.

## Training and resources

All staff are trained in managing behaviour effectively and updated annually on this policy's content. Staff who manage particularly challenging behaviour receive further support and training from our Pastoral Team which includes special educational need coordinators, senior leaders and the pastoral leader. We also engage the support of specialist advisors to support complex behavioural needs.

Our own behaviour as adults will reflect our expectations of the children. As a staff we will aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, use a 'talking' voice, listen to the children and follow up their concerns to a conclusion. When members of staff discuss behaviour with children, they will always aim to have a learning experience as an outcome and use the agreed language set out in this policy and our own Staff Code of Conduct.

## Searching children

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is: knives and weapons; alcohol; drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). Tobacco products, vaping products; fireworks and pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

### **Behaviour of children when in public places**

Trevithick Learning Academy has a statutory power to regulate the behaviour of pupils when off Academy premises and not supervised by Academy staff on educational visits; sporting events; behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

In these instances, disciplinary action will only take place on Academy premises and, where appropriate, parents/carers have been consulted. Trevithick Learning Academy would expect any out-of-Academy misconduct witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the headteacher.

