



# The Federation of Boskenwyn & Germoe Schools Policy for Positive behaviour and Relationships



## Philosophy

Boskenwyn and Germoe schools aim to provide the best opportunities for children in a happy, safe, and secure environment, within a caring community that promotes positive behaviour. This offers equality and inclusion for all. The aspiration of our Learner Profiles (Inquirer, Thinker, Caring, Balanced, Knowledgeable, Open Minded, Risk Taker, Communicator, Reflective and Principled) embed positive behaviour, ensuring equality and inclusion for all.

## Theory and Research

In recent years, our federation has worked toward a relational approach, underpinned by research on trauma and neuroscience. All behaviours are seen as communications of need, and as such, all behaviours need to be unpicked in order to support the child to develop more appropriate behaviours for learning, whether that be academic, prosocial, or emotional learning.

As a federation, we have deepened our knowledge of neurodiversity in recent years, and understand that a tolerant and accepting approach, based on expected behaviours for safety, learning and wellbeing, allows us all to thrive – that equity is the best path to achieve equality for all, as it addresses need at individual level and supports the wellbeing of the group. It has therefore been important to us that we embed a relational approach.

### 1. Aims

- 1) To encourage positive behaviour of all.
- 2) To maintain high standards in conduct, consideration and caring through respectful and thoughtful relationships
- 3) To facilitate opportunities for the children to be well behaved, self-disciplined, and so create a positive learning environment.
- 4) To facilitate an environment of positive attitudes for building self-esteem and self-regulation
- 5) To ensure an equitable approach, meeting individual needs whilst ensuring non-negotiable boundaries.

### 2. Objectives

- 1) To establish rules and directions that clearly define limits of acceptable and unacceptable behaviour
- 2) To encourage the children to follow the rules and unpick the reasons why this may be a difficulty for the child
- 3) To support children in understanding some behaviours will have consequences and why this is, and what the next steps will be to support them

- 4) To enlist the support of parents in the management of their child's behaviour and together with school, support change for positive behaviour.

### **3. School Rules**

The children's ability to move around the school in safety, taking care of each other and the buildings plus resources is central to our policy. In so doing we aim to create an environment in which children feel safe and secure and can fulfil their personal and academic potential.

Children create their class code of conduct upon returning to school.

### **4. Zones of Trust**

There are levels of trust, which children can earn through positive behaviour, and it will depend on this level as to where the children are allowed to learn/work independently. E.g., in the library, corridor, playground, forest.

### **5. Rewards**

**Reward Systems include:**

**Praise linked to learner profiles.**

**Lots of praise for positive behaviour**

**Dojo Points/Marble jars/appropriate in class reward scheme.**

**Whoosh, fireworks, marshmallow claps, silent clicks etc**

6. **Consequences** (subject to individuals with teacher discretion – some children have a behaviour modification plan which may differ slightly to this policy depending on their need)

### **5 Steps for in class disruption**

1. Verbal reminders of expectation (age and incident appropriate)
2. Warning/conversation
3. Brief time out (no more than 5 minutes) - time to reflect and if appropriate a 1-1 chat with a member of staff
4. If they return and continue- 5 mins off break/play (they will need this time back at a different time to their peers)
5. In-house Exclusion – Sent to SLT and speak to parents at end of day.

Clean slate after break

If behaviour continues and child puts themselves, other pupils, or staff at risk then parents to be called to collect child.

If these behaviours are recurring, in conversation with SENCO, a toolkit will be drawn up to support the child in adopting positive behaviours.

### **Break time consequence**

1. Verbal warning
2. Time out for a couple of minutes to de-escalate (discussion with staff)
3. Loss of full break if recurring

If this is regularly recurring, then conversation to be had with SENCO.

## **Violent Behaviours**

If a child hurts another child, or adult, they are to be immediately sent to Senior Leadership Team.

- Event is logged on My Concern.
- Parents will be contacted and up to a week's worth of breaks removed (the child will have time outside but away from other children) or a fixed term exclusion may be considered for putting themselves and others at risk of serious harm. This will be a last resort. Support will be given to the child who has displayed the violent behaviour and any others involved in the incident. Strategies will be put into place to prevent any further escalation. Sanctions will be judged on severity of incident.
- Ongoing difficulty may require a *Risk Assessment and Behaviour Modification Plan with Pastoral Support Programme* to be developed for the child to support

**Sexualised behaviours** – Reminder of what is not appropriate, speak to parents at the end of the day.

**Swearing** – Reminder of appropriateness. If it continues then speak to parents at the end of the day.

## **7. Screening and searching pupils**

If a qualified teacher has reasonable grounds (see p4/5 Screening, Searching and Confiscation) for suspecting a pupil has in his/her possession a prohibited item and requires the pupil to be searched we will contact parents immediately who must come and collect/search their child.

## **8. Reasonable force/physical restraint**

School staff have a legal power to use force to keep children and others safe. Lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension will not be an automatic response if a member of staff has been accused of using excessive force. The governors and head teacher of Germoe / Boskenwyn School will fully support staff if/when using this power. The DFE 'Use of Reasonable Force 2011' document clearly defines 'reasonable force'. Staff at Germoe / Boskenwyn School will only use reasonable force to prevent pupils from hurting themselves or others or damaging property. The decision

to intervene to guide or restrain pupils is down to the professional judgement of the staff member and should depend on individual circumstances. It is unlawful to use force as a punishment. Parental consent is not required to use force on a student, but parents/carers will be notified if their child has been restrained. We have a legal duty to make reasonable adjustments to the nature /level of restraint for disabled children or those with special educational needs. In the event of this happening staff will more than likely not have PPE due to the spontaneity of these situations, and this will also be made clear to parents when speaking to them afterwards.

## **9. Conduct outside school**

If a child is participating in any school organised/related activity, travelling to/from school, or wearing school uniform then the reward/consequence will be the same as when the child is in school. Negative behaviour at any time which could have repercussion for the orderly running of the school which poses a threat to another

pupil, staff member or member of the public or which could adversely affect the reputation of the school will be dealt with appropriately by school staff and governors. Police will be informed by the senior leadership if necessary and Child Protection policies and procedures will be always followed. After school clubs will follow the "3 strikes and you're out" rule. They will not be able to attend that club for the rest of the half term.

## **10. Equality**

Equality of opportunity is promoted at all times at Germoe / Boskenwyn School. Discrimination will be dealt with immediately and without tolerance following LA guidelines (see Single Equality Scheme and relating plans and policies)

This policy should be read in conjunction with: -

- a) Child Protection Policy
- b) Positive Handling Policy
- c) Behaviour and Discipline Policy in Schools (DFE 2011)
- d) Screening, Searching and Confiscation (DFE 2011)
- e) Use of Reasonable force (DFE 2011)
- f) Dealing with Allegations of abuse against Teachers and other staff
- g) Single Equality Scheme
- h) Racial Equality Plan and Policy
- i) Disability Equality Plan and Policy
- j) Gender Equality Plan and Policy
- k) Staff Conduct Policy
- l) Induction Policy
- m) SEN Code of practice
- n) SEN Policy
- o) Mental Health and Wellbeing Policy

This policy was revised by staff and governors in September 2024

It will be revised in September 2025

**P. Blackburn, Executive Headteacher, A. Larcombe, SENDCo  
Dr. R. Monhemius, Chair of Governors**