The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten

Policy for Positive Behaviour and Relationships

Philosophy

Boskenwyn and Germoe schools aim to provide the best opportunities for all 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 and model positive behaviour
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.

Some children have a behaviour support plan which may differ slightly to that outlined in this policy, depending on their need.

3. School Rules

We expect children to be:

- Ready
- Respectful
- Safe

Children create their class code of conduct upon returning to school, sharing ideas and building the team together..

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

The school believes that the best way to help children in their academic and social development is to praise and acknowledge their positive effort, work improvement and any act that demonstrates
the child's growing awareness of themselves and the needs of others.

Reward 1: Verbal (positive noticing)
If a child demonstrates positive behaviour, they will receive a verbal/non-verbal acknowledgement of behaviour.
If a child continues to demonstrate positive behaviour, they will receive verbal praise known as

'positive noticing'.
Reward 2: Outcome (parental engagement)
If a child has been noticed several times for their positive behaviour, the member of staff working with them will share the positive outcome with the parent at the end of the school day if possible. If this is not possible, they will message them on Seesaw. The child may also receive a 'positive postcard' to reflect their behaviour.
Classes may decide on a class reward system at the beginning of each to encourage a shared awareness of expected behaviours.

6. Consequences

Praise the behaviour we expect; correct the behaviour we don't accept.

Staff should aim to prevent, minimise and manage poor behaviour by being vigilant, supervising pupils carefully, being alert to triggers, being aware of individuals' characteristics and by using de escalation strategies.

Positive strategies include:
- Tone of voice: keep this low, calm and neutral, especially when delivering consequences
- Non-verbal signals: using hand signals or eye-signals to indicate that something must be done. This is a great way to be discrete, drawing less attention than a loud oral instruction (e.g., pointing to the learning task)
- Adult Proximity: walk near to the problem area in the room or on the playground – this alone may solve the issue!
- Rule Reminder: 'remember the rule…' or 'remember the instruction…'
- Repetition: Repeat instructions up to 3 times
- Recognition, recognition, recognition: When students are doing something right, notice it, and acknowledge it
- Proximity praise of good behaviour: Praise pupils nearby, who are following the rules and instructions. It's an indirect way of redirecting others
- Inevitable consequences or sanctions: Consistency and inevitability of sanctions are more important than their severity. If a warning is issued, follow up with action!
- Allow take-up time: After giving the instruction, walk away from the student to give them some time and space to do the right thing
- Walk-aways: "I've noticed you haven't got a pencil…" and walk-away
- Partial agreement: "Yes, I know it you don't want to tidy up; I need you to get ready for the next part of your day."
- When-then: "When you have written two sentences, then I will think about what you do next."
- Micro-instructions: Restate the instruction or the expectation, using a much greater level of detail
- Redirecting behaviour: "As interesting as that is, I need you to …"
- Use of visuals: now and next boards, spot timers, zones of regulation etc.

- Consistent vocabulary: stop, not safe, not available

The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

The Sequence of Consequences

Consequence 1: Verbal (Warning and Correction)
If a child demonstrates inappropriate behaviour, they will initially receive a reminder, explaining 'This is how we do it here…'.
If the child continues to demonstrate inappropriate behaviour, they will receive a verbal warning and a method for correction.

Consequence 2: Sanction (reflection)
If the child continues to demonstrate inappropriate behaviour, they will be sanctioned with a 2 minute reflection from the session that they are involved in (lesson, assembly, breaktime etc.)

Consequence 3: Consequence (parental engagement)
If the child continues to demonstrate inappropriate behaviour, they will be invited to leave the session that they are in (lesson, assembly, breaktime etc.) and engage in a restorative conversation with
the member of staff when they are available. If it is inappropriate for the member of staff to lead the
conversation, a member of SLT will lead it instead.
Following the restorative conversation during the school day, the member of staff working with the child will share the consequence with the parent at the end of the school day if possible. If this is not possible, they will message them on Seesaw.

Consequence 4: Escalation
If the child continues to demonstrate inappropriate behaviour during the school day (i.e. before the discussion with the parent as mentioned in C3), SLT will intervene as the situation is escalating. The senior leadership team will make the decision as to whether an internal exclusion is warranted by the behaviour.
Any isolated behaviour (e.g. violence) that requires a serious response may be dealt with Immediately proceeding to the level of consequence in C4.
Any isolated behaviour (e.g. violence) that requires a serious response at C4 will be recorded on MyConcern.

Consequence 5: Intervention
If it is evident that the above is not positively impacting on the child's behaviour, SLT will

conduct a review of strategies that are not working and agree a BSP (Behaviour Support Plan). A risk assessment may also need to be put into place to ensure the safety of all the children.
Where necessary, SLT will involve external agencies (e.g. educational psychologist).
SLT will inform parents of next stage of the policy, so that they know what might happen at C6.
SLT will set a date for a follow-up meeting with family, child, teacher and SENCO.
Persistent failure to meet expectations within a two-week period and show progress warrants a move to C6.

Consequence 6: Fixed Term-Exclusion
A fixed-term exclusion of up to five days is at the discretion of the headteacher, having informed the chair of governors and the LA of their actions. An official letter outlining the terms of the exclusion
will be sent to the parents on the same day the exclusion is issued.
A reintegration meeting will be held with parents before the child's return to school to discuss next steps.
Where several fixed term suspensions have been applied and the child's behaviour has not improved, or there has been a very serious incident that warrants the highest level of sanction, the consequence will move to C7.

Consequence 7: Exclusion
Permanent exclusion will only apply in extreme circumstances when all other strategies and support have been exhausted.
The school will follow Local Authority and DfE guidelines on permanent exclusion.
In extreme circumstances, situations will be dealt with immediately by the headteacher and will include same-day communication with parents.

Any inappropriate behaviour witnessed by staff at any point around the school or off the school site, needs to be communicated to the teacher of the child in question. The class teacher will then refer to the consequences above to ensure that the correct procedure is followed. Equally, any good behaviour witnessed by staff should also be shared with the class teacher

Once any behaviour has been managed then there will be a clean slate for that child.

Sexualised behaviours – Reminder of what is not appropriate, speak to parents at the end of the day, possible referral to Gweras Kermow.

7. Screening and searching pupils

If a qualified teacher has reasonable grounds (see p4/5 Screening, Searching and Confiscation DFE) 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 <u>at any time</u> 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 if their behaviour continues to disrupt peers and their learning.

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 and Physical Intervention policy
c) Behaviour and Discipline Policy in Schools (DFE 2011)
d) Screening, Searching and Confiscation (DFE 2011)
e) Use of Reasonable force 9DFE 2011)
f) Dealing with Allegations of abuse against Teachers and other staff
g) Single Equality Scheme
h) Staff Conduct Policy
i) Induction Policy
j) SEN Code of practice
k) SEN Policy
l) Mental Health and Wellbeing Policy

This policy was revised by staff and governors in May 2026

It will be revised in May 2027

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