



Callington Primary School

Positive Relationships and Behaviour Policy

Approved by: Callington
LGB

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

For the purposes of this policy, the school defines '**Unacceptable behaviour or inappropriate behaviour**' as any behaviour which may disrupt the school day including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Failure to follow instructions
- Disrespect

Serious unacceptable or inappropriate behaviour

This includes, but is not limited to, the following:

- Repeated breaches of the school rules
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Vandalism
- Theft
- Fighting and aggression
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Bullying
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our website for our Anti-bullying policy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- o Reviewing and approving this behaviour policy
- o Ensuring that the school environment encourages positive behaviour
- o Ensuring that staff deal effectively with poor behaviour
- o Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- o Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- o Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- o 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
- o Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- o Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

- o Staff are responsible for:
- o Creating a calm and safe environment for pupils
- o Establishing and maintaining clear boundaries of acceptable pupil behaviour
- o Implementing the behaviour policy consistently
- o Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- o Modelling expected behaviour and positive relationships
- o Providing a personalised approach to the specific behavioural needs of particular pupils
- o Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- o Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- o Challenging pupils to meet the school's expectations
- o The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- o Get to know the school's behaviour policy and reinforce it at home where appropriate
- o Support their child in adhering to the school's behaviour policy
- o Inform the school of any changes in circumstances that may affect their child's behaviour
- o Discuss any behavioural concerns with the class teacher promptly
- o Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- o Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- o Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- o The expected standard of behaviour they should be displaying at school
- o That they have a duty to follow the behaviour policy
- o The school's key rules and routines
- o The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- o The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Callington Primary School we believe that every child and member of our community should feel safe, valued, respected and supported. We believe this is achieved through positive relationships between all stakeholders.

We believe that a shared and understood set of values and expectations around behaviour facilitates and enables positive relationships. We believe in the CPS way. Through modelling, teaching, promoting and supporting all stakeholders, we enable children and adults alike to make positive choices that enable all to succeed and feel safe, valued, respected and supported.

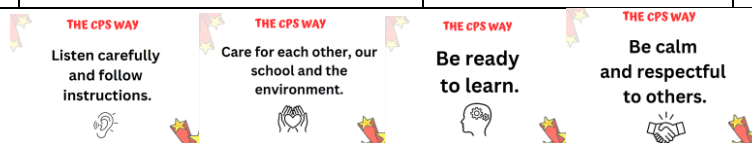
Our policy is underpinned by the principle that by promoting and acknowledging positive relational behaviours, we enable all to understand their role in facilitating and creating positive relationships. We thank and acknowledge all pupils and adults for showing and choosing these behaviours consistently and appropriately.

If a choice is made that is not promoting positive relational behaviours or learning behaviours, we believe that consequences should be: educative, proportionate and always reparatory. If needed, we utilise consequences that are clear and escalate in a way that is understood by all and incorporates opportunity to make changes to behaviour and reengage with positive and appropriate relational and learning behaviours.

Ultimately we want the children in our school to understand that they make and control their behaviour choices and that the positives of making the best behaviour choices increase the likelihood of experiencing positive and successful relationships throughout their time in education and beyond into adult life.

Our four school rules are:

School Rules	Learners will...	which enables...	which prevents...
Listen carefully and follow instructions	choose a listening position be responsive show positive body language	children to understand what they should be doing	talking when someone else is disrupting their own and others' learning.
Care for each other, our school and environment	be helpful – holding doors, picking up things from the floor, offering help and support show empathy show kindness show wonderful walking recognise when they have hurt someone's feelings take care of school property	children to be responsible, take pride in themselves and the school and be excellent role models	upsetting others damaged property
Be calm and respectful to others	be polite – please, thank you, warm welcomes recognise each other be collaborative be honest be pleasant to each other	contribute to a positive and safe environment be good citizens of the future	spoiling their own and others' enjoyment of coming to school negative behaviour
Be ready to learn	be focused be self – disciplined challenge themselves take pride in their learning never give up embrace mistakes dress in the correct uniform	a positive growth mind – set be in the right place, at the right time, with the right attitude	disrupting others in class progress being slowed



7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- o Meet and greet at the door.
- o Model positive behaviours and build relationships.
- o Plan lessons that engage, challenge and meet the needs of all learners.

- o Use agreed mechanisms for positive recognition is used in each classroom throughout the lesson.
- o Refer to CPS Way – four rules
- o Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
- o Follow up every time, retain ownership and engage in reflective dialogue with learners.
- o Never ignore or walk past learners who are behaving badly.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

This is the main focus of our policy – acknowledging and thanking children and adults getting it right and being demonstrable in their positive relational and learning behaviours. These behaviours are discussed and shared with the children at regular assemblies, class sessions and throughout and across the entire school day. They are also viewed with recognition that all of these behaviours are relative to a child’s starting point and they may look different for every child.

Acknowledging the positives:

We use a range of ways to acknowledge and recognise the children making positive behaviour choices that make our school have effective relationships. These include (although not exhaustive):

- A ‘thank you’ and/or a non – verbal thank you (smile/ thumbs up etc.).
- A thank you with a clear rationale for the thank you and a label of the positive behaviour – ‘Thank you for helping stack the chairs; that was really supportive.’
- Dojo points – with a clear link to why the dojo point was given linked to our school values and our characteristics of an effective learner. Each class will vote on a dojo reward which they will gain if they reach a certain number of Dojo points. At the end of each half term, if the children reach their target they will have their class reward.
- At lunch times, lunchtime supervisions will award raffle tickets when they have observed positive behaviour. Five raffle tickets are randomly selected weekly in a Friday’s celebration assembly and

pupils can choose a prize or a positive activity with an adult (15 minutes of football/ forest school activity, craft etc.).

- CPS SuperStar Certificate – sent home for exceptional behaviour and work or significant improvement – to be handed out weekly in Friday Celebration Assembly; staff will fill in names and reason on certificates by end of day Thursday.
- Headteachers award – a child from each class is nominated by their teacher to receive this award every term. Parents are notified and invited into a special Headteachers Award assembly where these are handed out. The parents attend as a surprise and the reasons for the child achieving the certificate are read out for the rest of the school to hear.

7.4 Responding to misbehaviour

We recognise that all children at times will make choices that lead to behaviour that is not conducive to learning or to enabling positive relationships. This may also include occasions where children choose to make inappropriate choices.

The emphasis on our management of behaviour at Callington is based upon using the intervention as an opportunity to support the child to reflect upon, recognise and learn to make different and improved choices next time. It is NOT solely a sanction or punishment and must be used to support, enable and develop the child's understanding of positive behaviour choices that enable positive relationships.

In order to support children in managing behaviour, we have a 'tiered' approach based on the principles of least intrusive as possible and reflective and educative:

Steps	Actions
Redirection	• Gentle encouragement • Non-verbal – proximity, 'the look', hand gestures, eye line, encouraging reminder, catch the children making positive behaviour choices. • Re-state the desired behaviour using proximity praise – thanking someone getting it right. • Stopping – 'I am just waiting...', 'I can see we aren't all ready...' • You can turn it around
Reminder	• Use of proximity – longer in time • Use of name and direct reminders • Positive behaviour reminders • Distraction technique • You can turn it around
Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour.

	Clearly state the appropriate behaviour Clearly outline the consequences if they continue - 'If you choose to continue to, then you are choosing the consequence of..... I will give you minutes to make the best choice.' You can turn it around
Time Out	Sent to the 'Time Out' room at the next available break. During a consequence, the discussion between staff and child will focus on: • A shared understanding of why the consequence has happened • What positive behaviour choices need to be seen instead or in future • A clear understanding that once the consequence has been completed, the situation is resolved • Ensuring that both staff and child are in a positive place – positive affirmation that we have a new start. This needs to be recorded on Abor and a 'Time Out' letter sent home.
	If a child has two time outs in a week, the class teacher will call home/ discussion after school with parents.
Immediate Unacceptable behaviour	If a child does any of the following, an immediate 'Unacceptable Behaviour' will be issued: • Verbal or physical abuse (more than just being rude) of staff or a child • Leaving the school building without supervision of an adult • Possession or bringing a weapon/dangerous item to the school • Malicious setting off of the fire alarm • Deliberate damage to or theft of property • Bullying or prejudicial language directed at another child or member of staff Mr Fugill or Mrs Loss will accompany the child to a reflection space where they discuss their choices, positive behaviour that needs to be displayed and then they will complete their work for a proportional amount of time before re-entering the classroom (this will be at the discretion of the head – teacher). If this is necessary, Mr Fugill or Mrs Loss will ask the child's parent in for a meeting to share the incident and work together to support positive behaviour choices. This will be recorded on Abor.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- o Causing disorder
- o Hurting themselves or others
- o Damaging property
- o Committing an offence

Incidents of reasonable force must:

- o Always be used as a last resort

- o Be applied using the minimum amount of force and for the minimum amount of time possible
- o Be used in a way that maintains the safety and dignity of all concerned
- o Never be used as a form of punishment
- o Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- o Taking part in any school-organised or school-related activity (e.g. school trips)
- o Travelling to or from school
- o Wearing school uniform
- o In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- o Could have repercussions for the orderly running of the school
- o Poses a threat to another pupil
- o Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- o It poses a threat or causes harm to another pupil
- o It could have repercussions for the orderly running of the school
- o It adversely affects the reputation of the school
- o The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Confiscation of inappropriate items

There are two sets of legal provisions which enable staff to confiscate items from pupils.

1. The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

2. Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item

8. Suspensions and Permanent Exclusions

Where approaches to behaviour management have been exhausted, suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. They are only ever decided upon by the Head Teacher. They must be formally documented and recorded and are never implemented without significant thought and assessment.

The types of exclusion:

- Internal suspension – significant time out of class supervised by Head Teacher or Senior Leader within the school and school day.
- Suspension - an exclusion for a fixed term period – time out of school, formal letter home and a reintegration meeting on return.
- Permanent Exclusion – a decision is taken to exclude the child from the school permanently.

Exclusions are incredibly rare. However, in the event of exclusion being either fixed term or permanent, a parent or carer has a right to appeal and have that appeal heard initially by a panel made up from the Local Governing Body.

If this does not provide a satisfactory outcome, further appeals can be made and the information for the services to support this are provided within the initial notification of exclusion paperwork.

9. Responding to misbehaviour from pupils with SEND

Callington Primary School will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

We also recognise that some children will need a bespoke approach to this recognising their additional needs where appropriate. These will be written within individual behaviour plans (IBPs).

The supportive management of these children will look different as a result, but has the same underlying aim and ethos.

10. Staff Development and Support

The induction of new staff includes an introduction to our Positive Relationships and Behaviour Policy. Staff meeting and class briefings enable relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, performance management and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and are able to manage challenging behaviour in a consistent and professional manner.

11. Managing pupil transition

Changing school is often a time of increased anxiety for pupils and may result in behaviours escalating. We aim to support pupil and parents/carers wherever possible to ease the transition of both coming into and leaving our school.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

At Callington we use Arbor to record and analyse data on behaviour throughout the school. We collect data on the following:

- o Behavioural incidents, including removal from the classroom
- o Attendance, permanent exclusions and suspensions
- o Use of pupil support units, off-site directions and managed moves
- o Incidents of searching, screening and confiscation
- o Perceptions and experiences of the school behaviour culture for staff, pupils and parents through satisfaction surveys.

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Summary

Our policy is based on the knowledge that we have incredible children who are a credit to themselves and their school and families. Therefore, the ethos of this policy is to notice, thank and

acknowledge our children who are 'getting it right' 99.9% of the time. Through the CPS way we promote a set of shared and understood expectations and values that children and staff choose to follow.