



# Behaviour for Learning Curriculum



*Together we can make a difference*

**Date agreed:** 21.11.2023

**Signed:** HJ Tyreman Headteacher

**Signed:** Chair of governors:

**Date for review:** November 2025

## 1. Rationale

This policy was written after reviewing our current policy and in discussion and consultation with all staff. This policy applies to children who attend St Mary's C of E Primary School, including Pre School.

**Legislation and statutory requirements** This policy is based on advice from the Department for Education (DfE) on:

- Link to A guide to the law for school governors:  
<http://www.education.gov.uk/schools/leadership/governance/b0065507>
- Link to the Department's advice on the Equality Act 2010:  
<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>
- Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153>
- Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897>
- Link to guidance on Dealing with Allegations of Abuse against Teachers and Other Staff':  
<http://www.education.gov.uk/aboutdfe/advice/f0076882>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- ☒ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- ☒ Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- ☒ [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

**2. Policy Aims:** This policy aims to:

- Show how our Christian ethos underpins our approach to behaviour management and attitudes to learning
- State our shared beliefs about behaviour to provide a consistent approach to behaviour management
- Define our Behaviour curriculum at St Mary's
- Define what we consider to be unacceptable behaviour, including bullying
- Outline the roles and responsibilities of pupils, parents/carers, staff and governors in ensuring this policy is effective
- Outline our system of rewards and sanctions

Our approach to the behaviour curriculum is underpinned by our mission statement and aims:

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.' The schools aim to achieve this by :

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference.

Our approach with our behaviour curriculum relates specifically to the Christian ethos of our Church of England Schools. The Christian values of Friendship, Forgiveness, Justice, Peace, Respect and Reverence underpins our policy and approach to behaviour.

The development of positive social, emotional, and learning behaviours is at the heart of our school. Caring for others, truthfulness, honesty, and acceptance of those with different faiths and beliefs are encouraged. We want our pupils to show respect for others, themselves, their environment and to have a clear understanding of right and wrong.

### **Creating a positive behaviour culture**

#### **Core shared beliefs of St Mary's about the Behaviour Curriculum:**

- Behaviour works best when there are clear consistent agreed principles and procedures.
- Mutual respect and support between and towards pupils, staff and carers is a key principle of the Behaviour Curriculum policy
- Children flourish by having a positive behaviour approach and also by having consistent fair procedures for when things go wrong.
- Children have a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes, life experiences and parenting skills.
- Behaviour improves with good clear communication between the school and parent and carers so there is a clear shared understanding in approach to behaviour management.
- Behaviour is communication. We are a Trauma Informed School (TIS). All staff have received basic training in this approach and two members of staff are TIS practitioners.

- Children learn who they are and develop the ability to recognise and develop emotional and relational skills by forming respectful relationships with people and the learning environment around them.
- Difference is valued and nurtured.
- Bullying, harassment, physical and verbal aggression are not tolerated.
- Every day for every child is a fresh start.

To enable this positive culture to flourish the school will:

- Ensure that pupils have a safe, secure, and orderly school environment where everyone feels valued, nurtured, respected, and included, promoting spiritual, moral and cultural awareness.
- Promote calm, purposeful, orderly and happy atmosphere within the school
- Ensure that all staff to have consistent high expectations of behaviour and conduct.
- Promote self-esteem, self-awareness and to help children to identify and manage their emotions.
- Promote positive behaviour, encouraging children to take responsibility for their own behaviour and deal with conflict in a fair and respectful manner.
- Explicitly teach and refer to attitudes for learning which are essential to be successful learner.
- Have consistent approach to behaviour and conduct across the school with parental co-operation, interaction, and engagement.
- Prepare pupils for the opportunities, responsibilities of adult life, promoting personal development, social and emotional health and well-being.
- Ensure all members of the school community know and follow the clear guidance in this policy.

### **3. Definition of expected behaviour:**

At St Mary's C of E Primary School we use positive behaviour strategies to encourage children to live out our core Christian Values of Perseverance, Courage and Generosity. We use these to underpin good behaviour in structured and unstructured times.

#### **1. Show generosity, kindness and respect**

*We are generous and kind. We share with others, use words kindly and give time to care about others. We are respectful to everyone in the school community. We are respectful to property.*

#### **2. Show courage and responsibility**

*We take risks in our learning, we do the right thing on the playground – we let adults know if things go wrong. We are responsible for ourselves, others and look after equipment.*

#### **3. Show perseverance**

*We are resilient in our learning and know that when things are challenging we learn more.*

We also expect children to:

- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

**Poor Behaviour is defined by not showing the attitudes listed above. This might look like:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious mis-behaviour includes:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical aggression towards other children or a member of staff
- Vandalism
- Verbal aggression towards other children or a member of staff
- Theft
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour. Any incident will be logged and sent to the LA on the Bullying and Prejudice/Hate form and returned to the LA [schooleffectiveness@cornwall.gov.uk](mailto:schooleffectiveness@cornwall.gov.uk)
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one 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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## **5. Implementation of the Behaviour Curriculum**

**The school rules are:**

- 1) Show generosity, kindness and respect**
- 2) Show courage and responsibility**
- 3) Show perseverance**

**These are displayed in classroom and around the school.**

### **Positive behaviour**

We reward children showing these behaviours by each teacher giving a Making A Difference certificate each week and all lunchtime staff awarded making a difference certificates for children showing these behaviours. These are all celebrated in our weekly celebration assembly with emphasis on how these behaviour contribute to a successful learning atmosphere.

Making a Difference certificates are noted on the newsletter and celebrated. Class teachers keep a record of the Making a difference 'tokens' and the children with the most at the end of each term are rewarded appropriately (hot chocolate and cake).

The rules are discussed with the children so they are clear what each the rule means and behaviours that exemplify the rules.

Class teachers explore the rules with the children and create a display in their class that shows the classes understanding of the rules in practise.

This is an important step as children will need to be equipped with language to have discussions about appropriate and desirable behaviour, their roles and responsibilities.

For the first half of autumn term each year the school will spend time discussing the school rules and how we can see them in practice as part of our whole school worship times.

**Showing generosity kindness and respect – weeks 1 and 2**

**Showing courage and responsibility – weeks 3 and 4**

**Showing perseverance – weeks 5 and 6**

**We are proactive in our approach to ensuring the children understand the high expectation and will revisit the rules with the children many times throughout the year.**

**To ensure children understand the rules thoroughly:**

- Children are actively taught the language of learning, sharing and cooperation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise, respect and value diversity within their classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate

climate for learning.

- There are classroom rules, discussed and decided with children at the start of the school year, which promote positive social and learning behaviours.
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons).

### **Rewarding behaviour at playtimes**

**Award children showing the right behaviour with Making a Difference tokens – all lunchtime staff aim to award at least 5 of these a day.**

**Children then put these in their Making a Difference box for Celebration Assembly. All children are acknowledged for being awarded these in our Celebration Assembly.**

### **6. Managing poor behaviour:**

As with every area of learning, mistakes happen and children will make poor judgements at times about behaviour.

Every class has a flow chart to show the consequences of poor behaviour so there are consistent approach throughout the school.

- All classes have clear, visible systems for dealing with negative behaviour which are accessible to all children and clearly understood by all children.
- A clear system of sanctions that the child understands and are carried out if the behaviour does not improve after the warning.
- Age appropriate e.g. sun and cloud systems for infants, name on board etc for older children.

It is made clear to the child that rewards and sanctions given *directly relate* to observable behaviours.

### **Managing poor behaviour at lunchtimes**

A staged approach to behaviour on the playground to reflect the procedures in the classroom. All staff need to be proactive and ensure they can see as many children as possible on the playground. Good communication is key. Lunchtime staff will be informed about any child who might need monitoring more on the playground. Lunchtime staff report back to class teacher both the positives they have noticed from the class and also any problems.

### **On the playground if a child is choosing the wrong behaviour then:**

1. Remind the child of appropriate behaviour. Praise the child if they make the right choices.
2. Warning – time out on playground – stand or sit by the Thinking Wall.
3. At times some children need to be sent in to have Time Out. This space will be the Inclusion/SEN room and is always staffed. This could be for a child to calm down and stop their poor behaviour or to diffuse a difficult situation. In Time Out the child will be asked to reflect on



their behaviour and think about what they would do differently next time. If a child is sent into the Time Out Space they will stay there for the whole lunch time.

***Lunchtime supervisors will accompany the child into the Time Out room and explain the child's behaviour and reasons for being sent in. Forms are filled in and kept as a log in the Time Out folder. This is regularly reviewed by the head teacher and appropriate action taken.***

If it is severe behaviour e.g. violence or swearing then the child will be sent in straight away. Parents will be informed by the end of the school day or depending on severity, immediately.

### **Talking with children about Behaviour**

When discussing the child's behaviour with them staff should draw on the Christian values of *Forgiveness* to reconcile conflicts, *Justice* to ensure that situations are always dealt with fairly and *Hope* to establish with the child how to immediately improve the situation and also how to sustain this change over time.

Our work on the behaviour curriculum promotes a 'restorative justice' approach. This is an ethos closely linked to our cores and values that equips children with the skills and strategies to manage conflict and difficult situations. By promoting shared responsibility, a sense of justice, dignity and trust children will have the language and confidence to recover, repair and rebuild relationships. Utilizing key questioning, listening to responses and feedback from all concerned, identifying mis-understandings, shared and differing feelings, thoughts and actions, children are able to share responsibility, make positive changes and agree a way forward for all.

### **7. Procedure for managing behaviours**

1. The child is reminded that his/her behaviour will lead to consequences if continued. Emphasis is given to the fact that they can choose to make positive choices and there is support if needed to help them.
2. If the child continues to misbehave, he/she will be sent to the Time Out room at lunch time. They will be given time to reflect on their behaviour, how to make amends and what they will do differently next time. The child is helped to reflect on behaviour by the guidance of an adult as needed

3..In some cases a child may need to have an immediate time out in another class. The pupils may be sent to another class as follows with EYFS and KS1 classes supporting each other and KS2 classes supporting each other.

A behaviour log is kept in each class of the children who are sent for a time out so that the appropriate support can be put in place for them.

A behaviour log book is in classes and completed by class teachers.

The head teacher will review these incidents regularly.

4. If the child continues to misbehave in this situation then they will be sent to the head teacher or in her absence, Mrs Stobbs. This will be logged and appropriate action taken.
5. The Assistant SENCO Ms Taylor will also assist in managing behaviour at any stage using restorative justice approaches
6. When deemed necessary the school provides a safe place for the child until he/she is in a calm alert state and ready for learning. This area will usually be the inclusion/SEN room. Time when a child needs this space is logged in our internal exclusion log. This is regularly reviewed.
7. Persistent poor behaviour or work will result in the child's parents/carers being informed. Bullying, verbal and physical aggression are not tolerated and parents are always informed on the same day if this has occurred and a meeting is held with the parent and class teacher and the assistant SENCO, Senior Teacher or Head teacher as necessary.
8. Successful communication with parents and carers is vital to help a child's behaviour improve. Home-school communication books, charts, SMART targets and regular reviews are one strategy used to help a child improve their behaviour
9. A child with persistent behaviour problems will be placed on the school's Record of Need (RON). Children on the RON with behaviour needs will have a personalised individual behaviour plan (IBP) which is shared with all staff parents/carers and regularly reviewed.

The Inclusion Team of Head teacher, SENCo, Assistant SENCo, provide strategies for supporting children with behaviour needs and advise on behaviour plans and routines for all to adhere to. Underpinning our approach is why is the child behaving in this way and what we as a school can do to ensure this improves, barriers to learning are reduced and the curriculum is fully accessible to the child.

Where a child's behaviour is likely to cause injury to themselves or others then the rest of the class will be removed from the classroom immediately to a safe place.

De-escalation strategies should be used at all time to calm the child and aiming to calm the situation so the child can listen and follow instructions safely

## 7.2 Physical intervention can only take place if a child is in danger to himself or others.

### Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them.

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Only be used as a last resort, de-escalation approaches needed to be used effectively to prevent physical intervention being needed**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- Following all physical incidents the well-being of the staff involved must be checked and support offered.
- The incident must be reviewed by the head teacher and added to the child's 'myconcern' record.

Please see below for the link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153>

## 7.3 Suspensions

- Any child who persistently behaves a way that is likely to cause injury to him/herself or other children during the lunch break will not be allowed to remain on the school premises during lunch times.
- Persistent or extreme poor behaviour may result in fixed term or eventual permanent suspension. In these circumstances, the governing body of the school would act in accordance with guidelines laid down by the LA –see appendix 2
- **Safeguarding and suspensions**  
The school recognises the duty to risk assess the concerns for any child who is at risk of fixed term (temporary) or permanent exclusion. The outcome of this will be formally recorded. If the child has social care involvement, then the allocated social worker will be consulted ahead of any decision. If, following the risk assessment exclusion is assessed as not appropriate, then the school will work with the local authority to find more suitable

alternatives. This include contacting Arwena the Cornwall Virtual School for all children with a social worker.

- **SEND and suspension**

Our aim is always to work with the child, family and wider services to ensure that plans are in place to prevent escalation, resulting in exclusion. As required, the school will then liaise with the Local Authority caseworker, if a child with an EHCP is showing behaviour that is 'at risk of suspension'.

#### **7.4 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to and from school. Children understand that when they are wearing school uniform they are representing our school and its values. Furthermore, our school rules are 'Rules for Life' and need to be applied beyond the school gate.

#### **7.5 Allegations**

Please refer to our safeguarding policy and whistleblowing policy for more information on responding to allegations of abuse.

## **7.6 Search and Confiscation**

**Any prohibited items (see p 5) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to appropriate learning behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **7.8 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

A child with a specific behaviour need will be placed on the school's record of need and have an individual behaviour plan. Involvement and advice will be sought from outside agencies as appropriate. Parents and carers will be informed at each step of this process.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8. Equal Opportunities**

Monitoring of our policy and behaviour incidents will be taken to ensure that no issues are arising due to unfair opportunities

## **9. Pupil transition**

Pupils have transition sessions with their new teacher(s) on 'move up' day. Teachers have time for transition meetings with the SENCo to ensure that needs of pupils are understood and so transition can be successful for each child. We will also meet with parent and carers as appropriate to support the needs of the child moving from KS1 to KS2.

Information related to pupil behaviour issues is discussion with relevant staff at the start of

the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools as appropriate.

We work closely with secondary schools to ensure that children with individual needs have a smooth transition. We engage in extended transition programmes so that the child has a confident start to secondary school.

## **10. Training**

All staff are provided with training on managing behaviour and the school's policy as part of induction, including proper use of restraint. Behaviour management will also form part of continuing professional development. A staff training log can be found in the appendix.

## **11. Resources**

THRIVE/TIS activities, Culture of the Heart and SCARF activities are used as part of the PSHE curriculum to help with behaviour management.

## **12. Roles and responsibilities**

### **The Governing Body**

The An Baya Governing Body is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher. Governors will also monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for monitoring and reviewing this behaviour policy in conjunction with the An Baya Board of Governors. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour in line with this policy. The head teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

All staff are responsible for:

- Implementing the behaviour curriculum consistently
- Modelling positive behaviour in and out of class
- Modelling the agreed beliefs about behaviour in action
- Providing a personalised approach to the specific behavioural needs of particular pupils as needed with support from the SENCo/Inclusion Leader and headteacher as appropriate
- Recording behaviour incidents (see appendix for a behaviour log)

In addition, teachers are responsible for:

- Creating a positive learning environment in the classroom and developing children's positive attitudes to learning
- Ensuring that there are clear systems for reward and sanctions in the classroom that link to the ethos and procedures in this policy.

In addition, support staff (teaching assistants and lunchtime supervisors) are responsible for:

- Implementing behaviour systems as directed by the class teacher
- Implementing lunchtime behaviour systems

### **Parents and carers**

Parents are expected to:

- All parents are given a Home-School agreement leaflet at the start of the school year stating the school rules and responsibilities, the responsibilities of the parent and of the child. These are signed by the parent and child and returned to school and signed by the class teacher, head teacher and chair of governors. The completed copy is given to parents to keep and remind them of their commitment to the school's ethos. The school hopes and encourages all parents to sign the Home-School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings with school staff as necessary to address behaviour concerns
- In serious incidents parents are informed on the day of the occurrence either in person, by phone or letter. Communicating the problem quickly and accurately can put a stop to undesirable behaviour. Parents are always given the opportunity to discuss the matter with the head teacher and, depending on the severity, may need to meet to discuss a behaviour plan with the school. This can include a home-school book with specific targets for the children to achieve, a daily chart of the child's progress that will form the basis for review or a behaviour contract signed by school, the child and home.

*On occasions parents may approach the school regarding behaviour issues at home. As a school we endeavour to work with parents to improve the situation. Options can include closer home-school links, referral to support services via the Early Help Hub for either the child or family or both or if the behavior is lined to trauma then children may be referred to Music Therapy as appropriate. The school will address each case individually with the objective of supporting the child and family to improve behaviour and ensure that the child can learn and develop to their full potential.*

### **13. Monitoring arrangements – assessing impact**

Behaviour will be monitored by the head teacher and reports on behaviour will form part of the head teacher's reports to governors presented at each full governors' meeting.

Behaviour is also reviewed through annual questionnaires to parents, staff and children. Pupils with individual behaviour plans are monitored regularly in Pupil Individual Planning meeting



This behaviour policy will be reviewed by the headteacher and An Baya Governing Body full governing board every two years. At each review, the policy will be approved by the headteacher.

### **13. Health and Safety**

Risk assessments will be undertaken for a child with persistent behaviour issues. These will be shared with all staff and reviewed regularly.

### **14. Governor involvement**

Governors will be involved in monitoring behaviour on all visits to the school. Behaviour and attendance will form part of the Head teacher's report to governors each half term. Reports on behaviour form part of the head teacher's report to governors at each meeting.

### **15. Link to other**

**policies:**

- **Anti-Bullying Policy**
- **Attendance Policy**
- **Child Protection and Safeguarding Equality Policy**
- **Child on child abuse**
- **Teaching and Learning Policy**
- **Whistleblowing policy**

