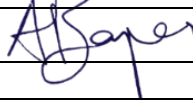




## *Positive Relationships and Behaviour Management Policy 2025*

This policy will be reviewed annually by the Headteacher. Next review date: July 2026.

Headteacher: Mr A Boyes	Signed: 	Date: 15.07.25
Approved by governing body		Date: 15.07.25

### **Our approach**

At Trannack Primary School, the Local Governing Body and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe:

- Successful learning can only take place when a child feels safe and happy and that building relationships between staff and pupils is a key component of this.
- There must be clear expectations of acceptable behaviour set within the school's behaviour policy
- An atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people
- A school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach. In all disciplinary actions, it is essential the child knows it's the behaviour which is unacceptable and not the child as a person
- That behaviour is a communication and we strive to understand the need of a child.
- De-escalation and early noticing of distress are key to a positive behaviour management strategy.

The statements within yellow are standard across all schools in Crofty Education Trust and are included in each school's behaviour policy.

### **Definitions:**

When read or used in relation to this document and/or the DfE's 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.

<b>Headteacher</b>	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
<b>Governors/Trust Board</b>	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
<b>Parent</b>	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

### **Aims**

This policy guides all staff to establish a school ethos that:

- Promotes self-discipline, relationships, understanding and self-regulation.
- Encourages respect of self and others, regardless of differences.
- Promotes the rights of all children to learn without interference and teachers to teach without disruption.
- Ensures children's standard of behaviour is exemplary and does not disrupt the learning of others.

- Promotes good behaviour within the school and wider community.
- Ensures that attention and a sense of importance is given to pupils for positive behaviour choices.
- Develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.
- Teaches our children to be kind, confident, curious and creative citizens.
- Encourages and facilitates inclusion for **all** children.

### Expectations

Ready, Respect and Safe are the three rules which act as the foundation for our Positive Relationship policy and inform the language used by staff when discussing acceptable behaviour with children.

- 'Ready' - Ready to learn, ready to listen, ready to participate etc.
- 'Respect' - Respect for themselves, their peers, adults, and our environment.
- 'Safe' - Safe in their learning environment, safe with the people around them, and safe in the activities in which they are taking part.

### Behaviour for learning

Our school also has 3 key learning behaviours that are borne out of our Expectations. These are:

- **Resilience** (resilient learners relish a challenge, they know learning is hard sometimes, they are not afraid to make mistakes, they are inspired to give their best and keep at it).
- **Resourcefulness** (resourceful learners are curious and inquisitive, they play with ideas and explore resources, they are adventurous, they show that they are ready to learn by having what they need).
- **Responsibility** (they listen to understand, understand how to keep themselves and others safe, they are ready to learn, they do what is right, they own their actions).

### Consistent Adult Behaviour

At Trannack Primary School, we understand that positive, rewarding relationships and excellent standards of behaviour are built on the solid foundations of care and trust. These behaviours are established when adults are uncompromisingly consistent in their modelling and delivery of this relationship policy. Therefore, at Trannack Primary School, adults:

- Meet and greet positively and in a personal way at the start of the day and after breaks and lunchtimes.
- Refer to the Ready, Respect, Safe (RRS) rules when talking about children's behaviour.
- Use appropriate language and tone, and agreed, non-confrontational language when speaking to children about their behaviour choices.
- Always refer to the behaviour and not the child, this allows the child to understand that they have choices about their behaviour – *they* are not the behaviour.
- Use neutral poses and body language.
- Plan lessons that are enjoyable, engaging, appropriately challenging and meets the needs of all children.
- Follow up every time after an incident, retain ownership and engage in reflective dialogue with children.
- Ensure that any and all poor behaviour is dealt with.
- Use de-escalation techniques as a first and most important step towards supporting pupils with their behaviour.

### De-escalation

De-escalation techniques are fundamental to how we defuse tension and calm children who are in crisis or building towards crisis point. It is always our aim to avoid distressing situations for the child and other learners. Strategies include deflection, distraction, change of face, change of activity, time to calm and playfulness. Time to reflect and repair comes later, when the child is regulated again and able to reengage. It can appear that the child is playing and avoiding their learning, but it is always our intention to revisit learning that is lost or make amends. 'Noticing' a child is heightened or becoming dysregulated is key to success and using de-escalation techniques are our first and preferred strategy.

### Rewards

Dojo points are used to reinforce our behaviour policy. Class Dojo is a secure online platform to communicate with parents and create secure pupil profiles available for parents to view. Parents have immediate access to their own

child's Dojo points, and they are notified of a summary of the pupil's Dojo points on a weekly basis. The points online are confidential to the pupil's parents and the school.

Dojos are awarded when children explicitly follow school rules, but are also given for effort, focus, positivity, excellent work, representing the school, following instructions, good behaviour for learning etc. Any member of staff can award Dojos. At the end of each week, the pupil with the most Dojos in each year group chooses a prize from the class prize box. At the end of each half term, bronze, silver and gold certificates are awarded to pupils who have earned the most Dojo points.

Dojos also convert to house points, meaning a child's individual good behaviour benefits their house. Overall scores for each house are shared weekly in assembly and the winning house earns a star on the display. The house with the most stars at the end of each term is rewarded with a dress down day. During break, lunchtime and in Breakfast and After School Club, pupils are rewarded with a golden token if they are following the rules for life/exhibit good behaviour. These are added to house counter tubes, which are counted and added to the house score at the end of the week.

#### *Other rewards related to behaviour:*

- Citizen of the Week – certificate awarded to the child in each class who has exhibited good behaviour, followed the school rules, been helpful or shown kindness to others.
- Learner of the Week – certificate (+ pen) awarded to the child in each class who has produced an outstanding piece of work that week. This could be for any piece of work from any subject or for a pupil showing particularly excellent learning behaviours.
- Whole Class rewards (eg marble in a jar). These are given out for whole class achievements and build towards a prize that is decided on by the class teacher in conjunction with the children.

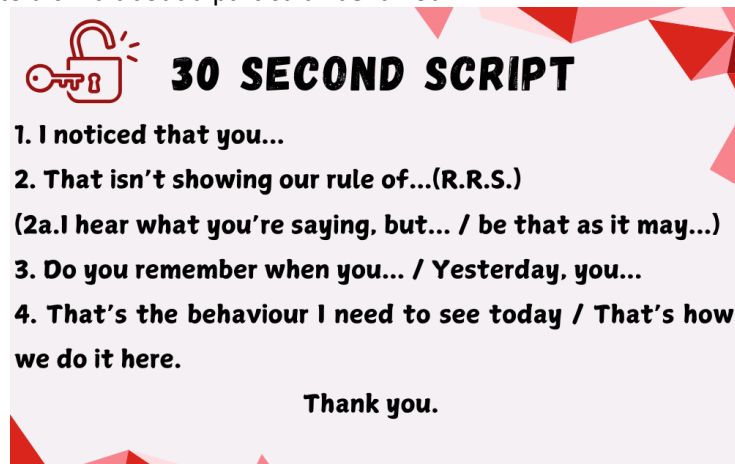
#### *Individual rewards*


There are occasions when an individual behaviour chart or reward system is needed to support individual needs. This would be discussed and reviewed regularly with the pupil and the pupil's parents/carers with the aim that the pupil be part of the whole school reward system when appropriate. Every attempt is made to ensure an individual reward system is fair and reflects the school's ethos and policies.

#### **Sanctions**

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. However, the following sanctions may be necessary. These are hierarchical, are designed to reinforce the school approach and on most occasions (but not all), each step should be followed chronologically by all staff. These are as follows:

1. Look/visual cue (individualised if necessary)
2. Our first verbal reminder is: 'THINK' – the adult will refer to Ready, Respect and/or Safe as a reminder of our expectations and ask the child to THINK about which of these they are not adhering to and asked to change their behaviour. Take up time given to allow the child to change their behaviour. The following script is useful for staff to follow when talking to a child about a particular behaviour:



 **30 SECOND SCRIPT**

- 1. I noticed that you...**
- 2. That isn't showing our rule of...(R.R.S.)**  
(2a. I hear what you're saying, but... / be that as it may...)
- 3. Do you remember when you... / Yesterday, you...**
- 4. That's the behaviour I need to see today / That's how we do it here.**

**Thank you.**

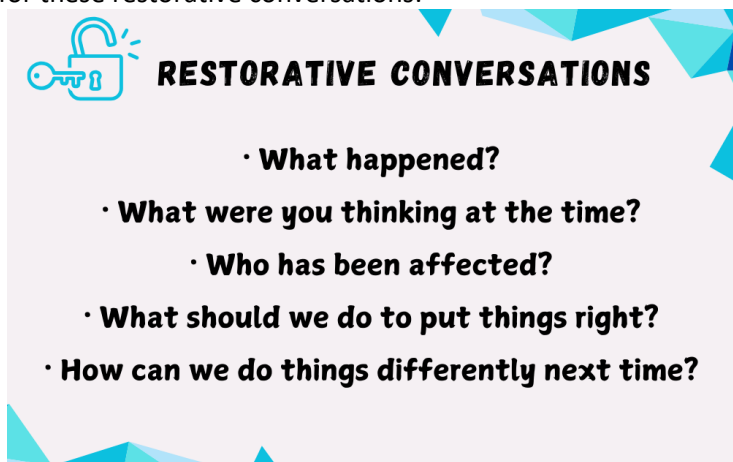
3. Our second verbal reminder to make a good choice is: 'THINK AGAIN'. Take up time given.

4. Our next verbal instruction is: 'MOVE'. The child will be asked to move to another space in the classroom so that they can have time to 'reset'. This may be for 5, 10 or 15 minutes – the period must be made clear to the child. *Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.*
5. If a child continues to disrupt or be unkind, they will be taken to another classroom or calming space for a 15 minute 'reset' period. The aim of the 'reset' is to:
  - **Regulate** – the child may use sensory aids/blackout tent/headphones/happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.
  - **Restore** - for most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the nurture room for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.
  - **Return** – either in the quiet space or back in the classroom, it is the aim to enable the child to return to their learning when they are ready. Any lost learning or work incomplete must be 'caught up'.

The 'reset' may be taken during breaktime. **This will be recorded on CPOMS and parents will be informed.**

Following the 'reset', the teacher may adopt one of the following actions with the child:

- **Restorative conversation.** This should take place with a member of staff and **will be logged on CPOMS**. It is a good idea to walk and talk, stack books and talk, clean tables and talk as the conversation will be much easier and more productive if it isn't two people sat at a table making awkward eye contact. The following questions are useful for these restorative conversations:



- **Catch Up.** Any learning lost or work incomplete as a result of a behaviour must be completed at another time. This may take place during playtime or at another appropriate time for the child.
- **Natural Consequence.** Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers and apologising to an adult or peer are examples of natural consequences. Finding a consequence that repairs the damage rather than just punishing the behaviour will make more sense to the child.
- **Loss of privilege.** It may be necessary for a child to temporarily have a privilege or responsibility taken away if the child's behaviour shows a lack of responsibility or sets a poor example to others.

*(It is recognised that all such sanctions are time sensitive, in that they may not occur straight after an incident if a child is not yet regulated and ready to engage with the sanction, but the sanction **must** take place on the same day as the incident if possible - we make every attempt to avoid sanctions taking place on future days/dates.)*

6. Repeated loss of playtime/use of sanctions against a child will trigger a **meeting with parents** and a behaviour plan may be written for the individual child.
7. The Crofty flow chart of 'Trust Behaviour Strategy' will be followed by the Headteacher; steps could result in suspension and ultimately, as a last resort, permanent exclusion.

#### **Playtimes and Lunchtimes:**

We have high expectations both inside and outside the classroom. Therefore, the same sanctions will apply and may result in loss of playtime.

**Supply teachers/Teaching assistants** who think that a child or children's behaviour has been unacceptable will bring it to the attention of the class teacher or Head of School who will decide on the sanction.

### **Extreme behaviour**

Extreme behaviour may warrant immediate removal from the classroom to maintain the safety of all pupils and restore stability following an unreasonably high level of disruption and to allow the pupil to regain calm in a safe space. The following incidents are considered severe and will **fast track** through the normal sanctions:

- Bullying.
- Physical abuse of a member of staff.
- Physical abuse of a child.
- Racial abuse.
- Possession of harmful drugs.
- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.
- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

### **Safe Touch and Physical Intervention (Use of reasonable force)**

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).

All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

**Where patterns of behaviour are noted, the following further actions can be taken:**

- Internal exclusions can be used to support reflection
- Positive Transfer Inclusion – where a pupil attends an alternative CROFTY school for a short period of time 1-3 days to support reflection.
- Suspension
- Permanent exclusion.

**Internal exclusions**

In this school we may require dysregulated pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of a temporary separate space that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, only where a child's behaviour presents *significant risk of harm to themselves or others*. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships.

**Positive transferred inclusion**

- All the schools within Crofty Trust are committed to reducing exclusions from school wherever possible. In order to facilitate this the schools work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.
- Where a pupil's behaviour and conduct has been such that a suspension is considered by the headteacher, the alternative of a transferred inclusion will always be considered in the first instance.
- When a school is considering use of a transferred inclusion a risk assessment (along with other paperwork) will be completed in advance and shared with the receiving school to ensure that this is the most appropriate action and that appropriate care can be offered by the receiving school.

**Suspensions and Exclusions**

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies and, and pupil referral units in England, August 2024', which is available on request.

In extreme cases, Trannack Primary School may use suspensions or permanent exclusion. Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

**Suspensions:** A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that



their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

**Permanent Exclusion:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

**Prior to Exclusion:** Before deciding whether to suspend or permanently exclude a pupil, the headteacher will: consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;

- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all alternative solutions have been explored.

**Children with additional needs:** For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

**Notifying Parents and other Parties of a Suspension or Exclusion:** Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

### Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

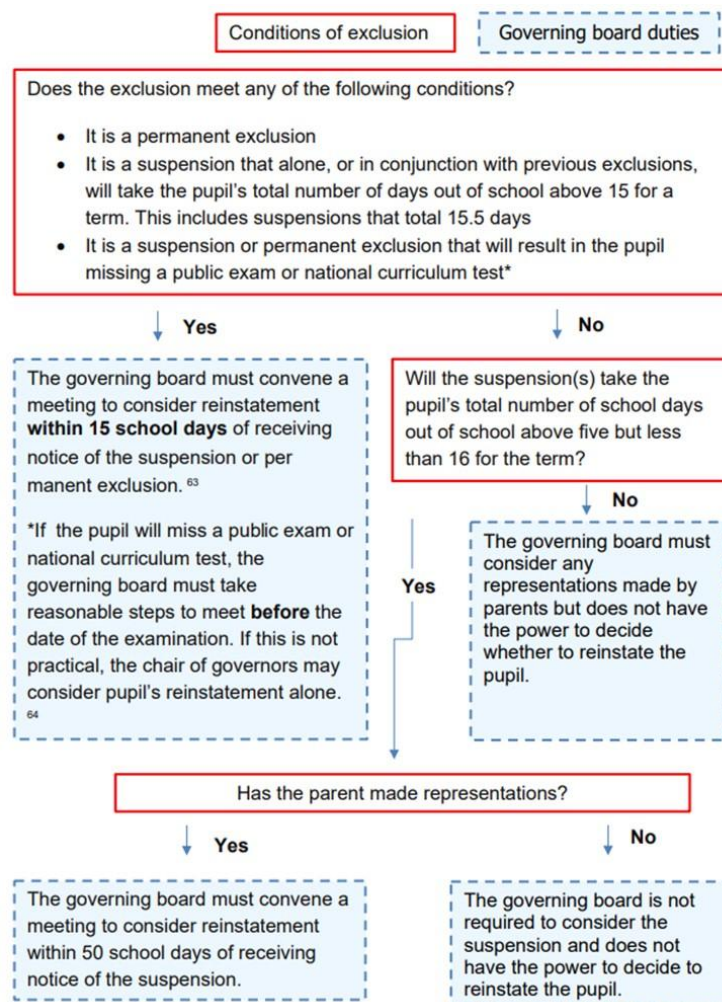
The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

### Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

The following flow diagram is a useful guide for headteachers, Trustees, and LGCs regarding their duty to consider reinstatement. Additional information is available on page 40 of the DfE 2024 exclusion guidance.



## Off Rolling

The schools within Crofty Education Trust follow all correct procedures in line with statutory guidance and the law, making decisions that are motivated by the best interests of the pupils concerned. Ofsted defines off-rolling as:

*Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.*

(Ofsted, 2019)

Off-Rolling and unlawful exclusions are set out in paragraphs 18-22 of the DfE 2024 exclusion guidance.

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, moves school, or a parent decides (without coercion from the school) to electively home-educate (EHE) their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows due processes, this is not off-rolling.

## Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.



## Mobile phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently.

In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances.

The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

## Banned items

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas)
- Fireworks or explosives
- Alcohol
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication
- Tobacco, vapes, e-cigarettes, and related paraphernalia
- Stolen items
- Pornographic or offensive material (digital or printed)
- Any item brought in with the intention to intimidate, threaten, or cause harm
- Laser pens or high-powered torches
- Energy drinks or other banned consumables
- Mobile phones (unless agreed in advance and handed in on arrival)
- **Any item which the headteacher deems to be inappropriate or unsafe**

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behavior and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

## Sexual Violence, Online Sexual Abuse and Sexual Harassment

Child-on-Child Abuse – including sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online, are addressed within Crofty's Child-on-Child Abuse Policy. All schools follow this policy and will have the statement below within their school behaviour policies. Trannack Primary School also has its own Anti-Bullying Policy in consultation with the school community.

At Trannack Primary School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school’s Safeguarding policy.

### **Online Safety, Online Abuse and Harassment**

The Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school communities online in accordance with statutory guidance and best practices.

The Online Safety Policy applies to all members of our school communities (including staff, children, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the schools. It also applies to the use of personal digital technology on school sites (where allowed).

Schools will respond accordingly to breaches of the Online Safety Policy, as set out in:

- Online Safety Policy
- KCSiE 2024
- School Behaviour Policy
- Anti-Bullying policies

### **Special Educational Needs and Disabilities (SEND)**

Trannack Primary School consistently promotes behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child’s SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child’s SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important.

Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

### **Nurture Principles**

At Trannack, we recognise that some children may not yet be emotionally ready to access learning within a full-time classroom environment. Our Nurture Groups are a short-term, targeted intervention designed to remove barriers to learning by supporting social, emotional and communication development. Rooted in evidence-based practice, our

approach ensures that nurture is not a separate programme but an integrated part of our whole school commitment to inclusion.

Nurture provision responds to assessed needs, is carefully planned and reviewed, and always remains closely connected to the child's home class. When delivered with fidelity and compassion, nurture provides the secure base some children need to grow in confidence, build trusting relationships, and return to class ready to thrive.

### **Reframing Behaviour: A Language-First Lens**

Understanding behaviour through a language-first lens encourages us to look beyond the surface and consider what may be going unseen and unheard. A significant proportion of children with Social, Emotional and Mental Health needs also experience speech, language, and communication difficulties—often undiagnosed. These needs can hinder self-regulation, emotional understanding, social interaction, and even a child's ability to repair relationships after an incident.

In Crofty and at Trannack, we believe that recognising and responding to these needs is fundamental to inclusive behaviour support. We actively explore how language shapes behaviour and how adapting our approaches, through visual supports, simplified language, and narrative-based conversations—can transform not just how children behave, but how they feel about themselves.

### **Reporting, Recording, and Monitoring Behaviour**

Trannack Primary School has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.

### **Parents**

Trannack Primary School recognises the vital role that parents play in developing and maintaining positive, relational behaviour. We work in partnership with parents to secure the best outcomes for all children. This policy is available to parents on the school website and will be discussed as part of the child's induction to the school. Where necessary, copies of policies and key documents can be made available in adapted formats so that they are accessible to parents.

As a school, we offer opportunities and resources throughout the year for parents to support their child to succeed. These may be through the newsletter, 'meet the teacher' events, parent workshops, parents' evening, and notifications on Class Dojo. However, if a parent has a concern about the school's response to an incident involving their child's behaviour, they should raise this directly with the school while continuing to work in partnership with the school. If they are dissatisfied, parents can follow the school's complaints process, which is available on the school website.

### **Training**

All staff and volunteers are provided with training as part of their induction to the school. The behaviour policy (and associated policies) alongside the staff code of conduct and safeguarding policies are revisited annually or whenever necessary. Crofty Education Trust and all Crofty schools engage in programmes of ongoing CPPD. These take place in schools, in Hubs, on specific courses or as part of Crofty all-staff INSETs. This ensures that colleagues continue to develop their knowledge, skills and understanding of relational behaviour and supporting children.