Behaviour and Relationships Policy

Review frequency:	**Annual**
Last reviewed:	**September 2026**
Next review date:	**September 2027**

Introduction

At Grampound Road, good behaviour is our shared expectation, not an exception. While we recognise and celebrate moments of particular effort or kindness, we do not routinely reward children for meeting the standards we expect from all members of our school community.

Our school is a place where all feel valued, safe and supported. We have high expectations—of learning, conduct and care. While we're proud of our academic success, we equally prioritise emotional well-being and positive relationships.

School culture and ethos

The most important aspect of children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child knowing that you:

- Have them in your mind,
- Care about them as a person,
- Care about what they are doing.

We recognise that:

- All children have the right to feel safe, feel happy and to learn;
- Incidents of poor behaviour will always happen — children can learn from these;
- Behaviour is a form of communication.

Policy Aims:

- To develop positive, trusting relationships with children
- To create calm classrooms/environments conducive to learning
- To maintain clear, consistent boundaries and expectations around children's behaviour
- To manage incidents of poor behaviour consistently and clearly
- To ensure children learn from their mistakes
- To communicate with parents transparently and engage them in any further work that aims to help their child successfully manage their behaviour in school

How we manage children's behaviour day to day

Our School has a set of 3 rules or expectations of behaviour; which apply to every situation:

		
Be Ready Try your best and come ready to learn	**Be Safe** Walk calmly and keep your hands to yourself	**Be Kind** Use kind words and help others

What does good behaviour for learning look like at Grampound Road School?

When we are teaching:

At Grampound Road, we expect children to behave in a way that supports theirs and others' abilities to listen, contribute and learn. We help children do this by setting our **STAR** expectations in class.

Why is STAR important at Grampound Road?

At Grampound Road, we use **STAR** to help everyone be ready to learn and show respect for others in the classroom. STAR reminds us of the simple things we can do to create a calm, focused and respectful environment where everyone can do their best.

- **S – Sit Up**
  Sit up tall and show you're ready to learn. It helps you stay focused and shows respect for your learning.
- **T – Track the Speaker**
  Keep your eyes on the person talking. It helps you listen carefully and stay connected.
- **A – Attention**
  Listen carefully, join in when asked, and stay focused. Paying attention helps everyone learn.
- **R – Respect**
  Speak kindly, listen well, and treat others how you'd like to be treated. Respect is how we make our school a happy place to be.

When we are lining up:

Lining up is part of showing respect for others. We keep it calm and orderly, so everyone feels ready to move on together. At Grampound Road, we:

- Line up promptly when asked so it's quick and easy for everyone.
- Line up in silence so we can all hear instructions and stay focused.
- Track the speaker to show we're listening and ready.

When children are talking with adults:

We want conversations between children and adults to be kind and respectful. At Grampound Road, we:

- Put our hands up when we want to ask a question.
- Wait our turn without calling out.
- Listen carefully and wait for the adult to finish speaking before we reply.

These habits help everyone feel heard.

When we are playing at break/lunchtime:

Playtime is fun, but it still needs to be safe and respectful. At Grampound Road:

- We follow the rule: 'Out of sight is out of bounds'.
- When the whistle goes, we stop, stand still, then walk calmly to our line.
- We line up silently and sensibly, just like in class.
- The same behaviour steps apply during playtimes.

If behaviour needs support:

- Time out on the bench. (Step 3 p6)
- Staff use the radio and the child is calmly escorted off the playground. (Step 4 p6)

When we are visiting places outside of school:

Even when we're off-site, we represent the school. We show the same great behaviour wherever we go. At Grampound Road, we:

- Follow instructions quickly and politely.
- Follow the same rules and expectations as we do in school.
- Show our best manners and make our school proud.

What do we expect from families to help their children?

At Grampound Road, we believe that a strong partnership between school and home is essential for children to thrive. When families and staff work together with mutual respect and shared expectations, children feel safe, valued and supported in all areas of their development.

We ask families to:

- Be familiar with and reinforce our school behaviour expectations, helping children to understand that school rules are in place to keep everyone safe and happy.
- Support the decisions made by school staff, even when children make mistakes. Children feel most secure when the adults around them present a united front. If you have a concern, we ask that you speak to us directly so we can resolve it together.
- Avoid undermining staff in front of children. Even subtle comments or body language can damage trust and make it harder for your child to succeed.
- Speak positively about the school and its staff when children are listening. This builds a culture of respect and pride in our shared community.
- Help children to stay safe online by monitoring their internet use, ensuring they do not use social media or messaging platforms inappropriately, and avoiding the use of mobile phones, smart watches or tracking devices in school.
- Raise any concerns about your child — or another child — directly with the school. Online speculation or sharing of information on social media can be harmful and is unlikely to result in a helpful resolution.

What do we expect from our staff to promote these positive behaviours?

At Grampound Road, we believe that the behaviour of staff sets the tone for the entire school. We expect all adults to model the calm, respectful and consistent behaviours we want our children to learn. This includes speaking with kindness and clarity, maintaining routines, and responding to behaviour incidents proportionately and professionally.

We understand that working with children — especially those with additional needs — requires flexibility, empathy, and judgement. We trust our staff to act with integrity, to reflect on their practice, and to support each other in creating a calm and purposeful atmosphere that allows all children to thrive.

Staff are supported through training, shared expectations, and a culture of continuous professional learning. Where mistakes are made, as they sometimes will be, we focus on repair, reflection and growth — just as we do with our pupils.

How we celebrate exceptional effort and conduct

Immediate rewards	• Verbal praise highlighting model behaviour • Sharing work examples with the class • Individuals can earn positive points on Bromcom • Reward stickers • Headteacher's certificate / stickers • Marbles in the jar or chart (for class treat) for exceptional class efforts
Special rewards are shared with parents and the school	• Headteacher's Star of the week certificate in Celebration Worship • Super 6 awards • Parents evenings • Communication with parents and carers on drop-off and collection • Representation awards in assembly (e.g. – Roseland Festivals)
Academic awards in class	• Reading certificates for reading at home. • Maths expert sticker for excellent explanations in maths lessons • Teacher stickers for special effort with academic work

Developing intrinsic motivation.

In line with our belief that good behaviour is expected, not exceptional. As a school, we are committed to helping children understand the value of positive behaviour and strong relationships for their own sake. We want children to feel pride in doing the right thing even when no one is watching.

How do we respond when behaviour does not meet expectations?

If behaviour does not improve after **redirection** or **positive encouragement**, we follow these graduated steps to respond consistently and fairly. Children always have the opportunity to reset where appropriate

Step	Examples of behaviour	Possible consequences	Head involvement	Parents Informed	Recording	Can it be reversed?
Step 1	Calling out in class Not getting on with work promptly Getting out of your seat without asking	Reminder of behaviour expectation e.g. STAR	Not expected	Not expected	None	Yes – through reflection and positive choices
Step 2	Not responding to the reminders they have had e.g. continuing to call out or not starting their work. Answering back/ being disrespectful to an adult Drawing on their book	Verbal Warning "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."	Not expected	Not expected	Yes	Yes – through reflection and positive choices
Step 3	Repeated the same offence Mild inappropriate language (not targeted or abusive) Accidental harm during unsafe play Aggressive behaviour without a clear target	Miss minutes of play or entire play (this can be used to catch up on missed work or to meet with an adult). Move seats within the classroom to help the child re-focus. Time out bench	Not expected	3 losses of play parents informed and 6 losses of play the Headteacher contacts parents and a Thrive Plan will be in place	Record on MIS	Yes – through reflection and positive choices
Step 4	Violence directed towards other children or staff Wilful damage to property Severe, targeted swearing Bullying behaviour of any kind Racist, homophobic or gender-based insults Absconding or refusing to return	Time out in another classroom (Internal exclusion). Missed work may need to be caught up at break time or at home. Removed from classroom	Yes – at the discretion of the teacher or if behaviour is escalating	End of day verbal or phone call home	Record on MIS	No
Step 5	Repeated severely disruptive behaviour Repeated damage to property	Further internal inclusion often more than 1 day Thrive Plan	Always	Phone call or meeting	Record on MIS	No

	Severe violence towards child or staff Attempting to leave the premises	Suspension Permanent exclusion				

How we aim to resolve an incident of poor behaviour

When poor behaviour leads to a falling out, hurt, or disruption, we take a restorative approach. We aim to help children reflect, take responsibility, and rebuild trust.

We support children to:

- Understand what happened and how they were feeling at the time.
- Recognise how others were affected.
- Take responsibility for their actions.
- Repair relationships and restore a sense of safety and fairness.

We use a simple restorative structure to guide these conversations:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and in what way?
4. What do you need now?
5. What needs to happen next?

These conversations may be led by the class staff or a senior leader, depending on the nature of the incident.

If the behaviour meets the threshold for **Step 4 or Step 5**, the incident is recorded on MIS, and parents are informed — usually at the end of the day, unless there is an immediate safeguarding concern. If the behaviour for **step 3** is repeated 3 times parents are informed, if it is repeated 6 times the headteacher will contact parents and a Thrive Plan for the child will be in place.

How do we manage repeated disruptive behaviours in school?

Most children respond well to reminders and a step system. However, some may continue to struggle with behaviour over time. When this happens, we take a structured and supportive approach to understand the causes and help the child improve.

We may:

- Monitor patterns in behaviour and consider possible triggers.
- Meet with parents/carers to discuss concerns and next steps.
- Use a **Thrive Plan** to track behaviour throughout the day (see previous section).
- Put additional support strategies in place to help the child meet expectations.

If a child does not follow instructions safely and consistently, they may not be able to take part in some activities such as trips, clubs, or special events. This decision will always be explained clearly to both the child and their family. The school's decision in this situation is final.

Examples of repeated disruptive behaviour include:

- Preventing lessons from progressing.
- Refusing or struggling to follow instructions, creates a risk to themselves or others.
- Repeated aggression towards other pupils or staff.

Possible consequences include:

- Time-limited internal or fixed-term suspension.
- Use of a support plan with clear behaviour goals.
- Temporary restrictions on trips, clubs, or extracurricular opportunities if behaviour presents a risk.

Supportive actions we may take:

- Identifying possible triggers and reviewing provisions.
- Developing a clear positive support plan with personalised strategies.
- Using visuals, prompts, routines, or adult support to help the child meet expectations.
- Completing a risk assessment for participation in wider school opportunities.

Our goal is always to help children understand expectations, make better choices, and feel successful at school.

Incidents of bullying

The school recognises bullying as: **deliberately hurtful behaviour**, which is **unprovoked**, and **repeated** over time, where it is difficult for those being bullied to defend themselves. Bullying results in **pain and distress to the victim**. The school has a specific Anti-Bullying Policy to help us manage incidents effectively. A copy of that policy can be found on the school website.

Internal Exclusion

Internal exclusion is used when behaviour reaches **Step 4 or 5** on our behaviour system. It provides a structured and supervised time away from class to help a child reflect and reset while protecting the learning and wellbeing of others.

We may use internal exclusion when:

- A child's behaviour is seriously disruptive or unsafe.
- A significant incident has occurred and requires further investigation.
- Another child has been harmed and needs time and space to feel safe.
- The child needs a cooling-off period away from their peers.

What happens:

- The child works in a quiet, supervised space away from their class.
- They may complete missed work, write reflections, or take part in restorative conversations.
- The focus is on re-engaging with expectations and preparing to return positively to class.

Internal exclusion is a serious consequence, and parents are always informed. It is recorded and monitored, and used alongside support strategies to help the child succeed moving forward.

What does being on a Thrive Plan mean?

When a child regularly reaches **Step 3 or higher**, and behaviour is not improving, we may use a **Thrive Plan**. This helps track behaviour more closely across the school day and supports the child to meet expectations consistently.

A support plan:

- Breaks the day into its **constituent parts**, with behaviour expectations made really clear.
- Helps the child stay on track, with focused feedback and encouragement.
- Gives staff a daily snapshot of how things are going.
- The child will have lunch with another class to see how peers behave and practice positive choices. This is a chance to learn new ways to get along and have a fresh start.
- Thrive Plans are used for up to **two weeks or more (if there has been no change in behaviour)**, followed by a review with the **Headteacher** at the end. While on a support plan, a child **may not be able to take part in extracurricular activities, clubs or trips**, especially where safety or readiness is a concern.

We use Thrive Plans as a supportive measure to help children succeed — and where possible, to avoid the need for suspension. They allow us to put focused support in place and work in partnership with families to help the child move forward.

Suspension

Suspension is used only when behaviour is **serious or persistent**, and the child's presence in school poses a risk to themselves or others or significantly disrupts learning. During a suspension, the child stays at home for a fixed, short period.

Suspension may be considered when:

- A child has seriously hurt someone or caused significant harm.
- A child's behaviour poses a health or safety risk.
- There have been repeated serious incidents despite targeted support.
- All other strategies have not led to improvement.

The aims of suspension are to:

- Reinforce that the behaviour was unacceptable and must not continue.
- Protect the rights of others to feel safe and learn.
- Allow time to review the child's needs and plan for the next steps.

Parents are always informed when a suspension is applied. When the child returns, they attend a reintegration meeting with the Headteacher. We use this opportunity to reflect, reset expectations, and agree on what support the child needs to succeed.

Permanent Exclusion

Permanent exclusion is the last resort. It is only considered in the most serious circumstances — where a child's behaviour poses a significant risk to others, or there has been a persistent pattern of serious incidents despite every effort to support change.

A permanent exclusion means the child is no longer allowed to attend the school. This decision is never taken lightly and will always involve consultation with governors and, where relevant, other professionals such as the child's social worker.

Permanent exclusion may be considered when:

- There has been a serious breach of the school's behaviour policy.
- The safety or education of other pupils or staff would be seriously harmed by the child's continued presence.
- All other interventions, including report cards, internal exclusion and suspension, have been tried without success.

The school follows all statutory guidance during this process and ensures that the child and their family are treated with dignity, clarity and compassion throughout.

Further details about how permanent exclusions are managed can be found in our **Exclusions Policy**, which is available on the school website.

Working with children whose educational needs make following school rules and routines more challenging

At Grampound Road, we know that some children may need more support to follow our rules and routines. These children are still accountable for their behaviour, but we make thoughtful adaptations to help them succeed.

We support children with special educational needs by:

- Teaching behaviour expectations clearly and consistently.
- Modelling positive behaviour at every opportunity.
- Making reasonable adjustments to routines, resources and language to support access.

We carefully consider how each child's needs may affect their behaviour and constantly reflect on whether anything in their provision may have contributed to the difficulty.

Needs	Example adaptations
Speech, language and communication needs	Visuals, social stories, simple language, clear outcomes
Cognition and learning	Direct teaching, visual prompts, extra processing time, scaffolded instructions
Social, Emotional and Mental Health	Predictable routines, reduced demands in high-stress moments, time-in or time-out to regulate
Sensory and/ or physical needs	Access to movement breaks, regulation activities, adapted environments

Individual support plans

Some children require an individualised approach. In these cases, we create **Individual Support Plans** that:

- Identify the child's needs, triggers, strategies and key adults.
- Guide staff on how to respond, de-escalate and restore.
- Align with the whole-school behaviour system wherever possible.

Children with a support plan will also undergo a risk assessment if their behaviour could harm themselves or others.

For more information about how we support pupils with additional needs, please refer to our **SEND Information Report** and **Positive Handling Policy**, available on our website.

Responsibilities

It is the responsibility of the **Trustee / Governing Body** to monitor exclusions, bullying, and discriminatory incidents. They also ensure that this policy is applied fairly and consistently.

The **Headteacher** is responsible for day-to-day implementation and oversight of the policy. This includes reporting to trustees / governors on key trends and ensuring staff are supported to apply expectations consistently and compassionately.

All **staff** are expected to model the behaviour outlined in this policy and to follow agreed processes calmly and confidently.

Training and resources

All staff receive annual training on behaviour and relationships, including how to use this policy in practice. Staff working with children with more complex needs may receive additional training or support from external professionals.

We also:

- Promote shared language and approaches across the school.
- Offer regular opportunities for reflection and peer support.
- Work closely with our Trust and external agencies to access specialist input.

Above all, we support our staff to model the calm, consistent and kind behaviour we expect from our pupils. We recognise that working with children can be challenging and emotional, so we aim to nurture a staff culture of mutual support, reflection and professional trust.

Searching Pupils

Searching helps us keep everyone in school safe. **Headteachers and staff authorised by them** have a **statutory power** to search a pupil or their possessions if they have **reasonable grounds to suspect** the pupil is carrying a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco or vaping products
- Fireworks
- Pornographic images
- Anything that could be used to cause harm or damage property

We always try to speak calmly and clearly with the pupil beforehand so they understand the reason for the search. Pupils may also be searched with their consent for other items that are not allowed in school under our rules.

We follow the latest DfE guidance on searching, screening and confiscation.

Pupil Behaviour in Public

We expect pupils to show the same respect and good behaviour in public as they do in school. This includes:

- Walking to and from school
- School trips and visits
- Sporting events
- Anytime they are in uniform or representing the school

If poor behaviour happens outside of school, we may still apply consequences when it affects the reputation, safety or wellbeing of the school community.

The Headteacher may speak with families and take appropriate action in line with this policy. We also encourage members of the community to share concerns with the school directly so we can respond appropriately.