

Behaviour and Relationships Policy

2026–2027

Grow Together; Learn Together; Feel Loved.

Approved by	**Governing Body – October 2026**
Policy lead	Charlotte Gibbins - headteacher
Review	Annually, or earlier if guidance or school practice changes

1. Our ethos and expectations

At Thurlstone Primary School, our ethos is **Grow Together, Learn Together, Feel Loved**. We want every child to feel safe, valued and connected, knowing that they are cared for, respected and supported to succeed. Our approach to behaviour reflects this ethos through positive relationships, calm and consistent adult behaviour, clear boundaries and an understanding that children's developmental needs and experiences influence their behaviour.

Grow Together: We support children to develop positive relationships, understand the impact of their actions, take responsibility and learn from mistakes. Adults model kindness, respect and the behaviours they expect from children.

Learn Together: We explicitly teach expectations, routines, social skills and strategies for managing feelings and behaviour. We recognise that children develop these skills at different rates and may need different levels of support to succeed.

Feel Loved: We ensure that children feel safe, listened to and valued, including when their behaviour falls below expectations. We respond with warmth and consistency, recognising that behaviour may communicate an unmet need or difficulty. No child is defined by their behaviour.

Our three school rules are **BE READY • BE RESPECTFUL • BE SAFE**. These are taught, modelled and revisited in an age-appropriate and accessible way. All pupils are supported to meet these expectations, with reasonable adjustments where required.

Our school values are **Show love and kindness; Be brave and honest; Love life and our world; Keep exploring and learning; Work and play together.** These values underpin how we treat one another and contribute to a positive, inclusive school community.

2. Responsibilities and positive culture

All members of the school community contribute to a positive, safe and inclusive environment that reflects our ethos: **Grow Together, Learn Together, Feel Loved**.

- **Governors** monitor the implementation and effectiveness of this policy, including inclusion, behaviour patterns, suspensions and permanent exclusions, and staff training.
- **The Headteacher and senior leaders** model the school's expectations, support staff to respond consistently, review behaviour information and ensure appropriate provision, reasonable adjustments and safeguarding responses are in place.
- **All staff** build positive relationships, greet pupils warmly, explicitly teach routines and expectations, use calm and consistent language, recognise success, intervene early and record significant incidents in line with school procedures.
- **Pupils** are supported to understand expectations, seek help, express their views, take responsibility for their actions and repair harm where appropriate.
- **Parents and carers** are valued partners. The school communicates significant concerns and agreed support plans, working with families to promote positive behaviour and consistency between home and school where possible.

Pupil voice informs our approach. Children tell us that adults should have a sense of humour, help them feel safe, be kind and fair, listen, explain the rules, recognise strengths and teach better choices. Staff should recognise and praise success openly where appropriate, while addressing concerns discreetly and respectfully wherever possible.

3. Prevention, teaching and recognition

Positive behaviour is taught, modelled and practised; it is not simply expected. Staff explicitly teach behaviour routines, social understanding, emotional literacy, self-regulation, respectful relationships and online safety through daily interactions, PSHE and RSHE, myHappymind, assemblies and targeted support. These approaches help children develop an understanding of themselves and others, build positive relationships and learn strategies to manage feelings and behaviour.

Adults reinforce these skills consistently throughout the school day, using clear expectations, appropriate modelling, discussion and timely reminders. Positive behaviour is recognised through specific verbal praise, postcards, pompom jars, celebration assemblies and positive contact with families. Staff recognise effort, progress, kindness, responsibility and the successful use of strategies to manage feelings and behaviour.

Rewards and recognition are used fairly and meaningfully. Staff consider individual needs and make reasonable adjustments so that pupils are not disadvantaged by barriers associated with SEND, disability or other vulnerabilities. The aim is to develop pupils' understanding, motivation, independence and sense of belonging, rather than relying solely on external rewards.

4. Responding to behaviour

Our first response is calm, relational and proportionate. Staff consider immediate safety, what has happened, the impact on others and any relevant developmental needs, triggers or barriers to learning. Adults respond consistently while recognising that pupils may need different levels of support to meet expectations. The stages below provide guidance for staff; they are not an automatic sequence of sanctions. Serious incidents or safeguarding concerns must be addressed immediately, regardless of any previous stages.

Situation	Typical response
Low-level difficulty	Give a calm reminder of Be Ready, Be Respectful, Be Safe. Re-teach or model the expected behaviour, offer support or a reasonable adjustment where needed, and recognise when the child makes a positive choice or successfully returns to learning
Repeated difficulty	Speak privately with the child at an appropriate time. Explore what happened, identify possible triggers or barriers, and consider what support or adjustments may help. Help the child understand the impact of their behaviour and, where appropriate, identify ways to put things right. Record emerging patterns on CPOMS where appropriate and communicate with parents or carers where needed.
Persistent or significant concern	Involve the class teacher and, as appropriate, a senior leader and/or the SENDCo. Work with the child and family to understand patterns of behaviour, review existing strategies and agree an individual support plan where needed, including clear actions to support safety, regulation and participation. Record relevant incidents, actions and emerging patterns on CPOMS. Seek specialist advice where appropriate and review the impact of support.
Serious harm or immediate risk	Take immediate action to make everyone safe and summon senior leadership and/or the DSL, as appropriate. Support those affected, record the incident, actions taken and follow-up on CPOMS, and follow the relevant behaviour and safeguarding procedures. Consider appropriate protective measures and proportionate consequences where necessary, taking account of individual needs and reasonable adjustments. Do not delay safeguarding action while following the staged responses above.

All responses should preserve the dignity of the child and those affected. The aim is to maintain safety, help pupils understand the impact of their actions, teach more successful ways of responding and restore relationships where appropriate.

Safeguarding concerns must be reported directly to the DSL without delay. Recording a concern on CPOMS does not replace an immediate verbal report where urgent safeguarding action is required.

Supporting reflection, accountability and repair

Children need clear, consistent boundaries and support to understand the relationship between their actions and their impact on others. When behaviour is unacceptable, adults respond calmly and proportionately, helping pupils understand what has happened, why it matters and what needs to happen next. Responses should teach children to take responsibility, make safer choices and repair harm, while recognising their age, developmental stage and individual needs.

Approaches may include:

- **Putting things right:** supporting the child to repair harm or rebuild relationships, for example through an apology or another appropriate restorative action.
- **Supported reflection:** helping the child understand what happened, recognise the impact of their actions and consider what they could do differently next time.
- **A supported change of activity or environment:** providing time, space or adult support to help the child regulate, maintain safety and return successfully to learning or play.
- **A proportionate consequence:** where appropriate, a child may miss a short, supervised period of playtime to reflect, receive adult support and understand the impact of their behaviour. For example, where a child has hurt another pupil, an adult may support them to recognise why the behaviour was unsafe and what they need to do to help keep others safe. This must be proportionate, take account of individual needs and not routinely remove the whole of playtime.
- **Further support or action:** where behaviour continues or the impact is significant, staff may agree additional support and next steps with the child and family, involving the SENDCo or senior leaders where appropriate.

Adults maintain boundaries consistently and respectfully. Supporting a child to regulate does not remove the need to address the impact of their behaviour. Equally, a consequence alone is unlikely to teach the skills a child needs; adults should help the child understand cause and effect and practise more appropriate responses.

Restorative conversations are offered when those involved are ready to participate and are never forced. They must be carefully facilitated and must not compromise anyone's safety, dignity or emotional wellbeing. Whole-class sanctions are not used to address an individual child's behaviour. Staff should consider pupils' needs for movement, sensory regulation, social interaction and wellbeing when deciding on an appropriate response.

Managing Behaviour at Lunchtimes

Lunchtime staff follow the school's *Be Ready, Be Respectful, Be Safe* expectations and use a calm, consistent and supportive approach. They reinforce the school's values, help children make safe choices and support them to resolve difficulties and repair relationships where appropriate.
When a child needs support to meet expectations, staff respond calmly and proportionately, following these steps where appropriate:

1. **Reminder and support:** Remind the child of the school rules, explain the expected behaviour and support them to make a positive choice.
2. **Repeated behaviour:** If the behaviour continues, speak calmly with the child and, where appropriate, inform the class teacher. The child may spend a short period alongside a member of the lunchtime team, usually five minutes, to regulate, reflect on what has

happened and understand what they need to do to return to play safely. This should be supportive and proportionate, taking account of the child's individual needs.

3. **Continued concerns:** If difficulties persist, inform the class teacher and/or the Headteacher or a member of the senior leadership team, as appropriate. Further action may include discussion with parents or carers, recording patterns on CPOMS and agreeing additional support.

At every stage, staff should help children understand the impact of their behaviour, maintain appropriate boundaries and recognise how they can put things right. Serious incidents, injuries or safeguarding concerns must be escalated immediately and must not wait for the staged response to be completed. Relevant incidents and actions should be recorded on CPOMS in line with school procedures.

5. Dysregulation, SEND and reasonable adjustments

Behaviour can be a means of communication. It may reflect distress, frustration, difficulty with communication or regulation, an unmet need or a response to circumstances in a child's environment. Adults should approach behaviour with curiosity rather than judgement, following our principle of **"curious, not furious"**. This means remaining calm, considering what may have contributed to the behaviour and seeking to understand what the child may be communicating, while maintaining clear and appropriate boundaries.

Adults prioritise safety and support children to regulate through co-regulation, reduced language or demands where appropriate, access to trusted adults and suitable regulation spaces. Reflection and restorative conversations take place when the child is ready to engage.

In keeping with our ethos, *Grow Together, Learn Together, Feel Loved*, we recognise that children may need different levels of support to meet expectations. Our aim is to help every child develop the skills and independence needed to manage their behaviour, understand the impact of their actions and make safer, more positive choices.

Where a pupil has SEND, a disability, a medical need or another vulnerability, staff consider individual circumstances, potential barriers to learning and relevant duties under the Equality Act 2010 and Children and Families Act 2014. Reasonable adjustments and appropriate adaptations to teaching, the environment and adult responses are made where necessary to support participation, regulation and success.

Staff consider patterns in behaviour, including possible triggers, the time and context in which incidents occur, and the effectiveness of strategies already in place. Where concerns persist, the class teacher, SENDCo and relevant senior leaders work with the pupil and their family to review support, agree appropriate next steps and seek specialist advice where needed. Relevant incidents, actions and emerging patterns are recorded on CPOMS.

The SENDCo supports staff to identify and assess needs, consider pupil and parent voice, seek specialist advice where appropriate and develop personalised support plans. Strategies are reviewed regularly to consider whether they are effective and what further support may be needed.

Behaviour should not automatically be attributed to SEND or an individual need. Staff should remain alert to changes in behaviour that may indicate a safeguarding concern and report concerns to the DSL without delay. Understanding the reasons behind behaviour does not mean accepting behaviour that harms others; all pupils have the right to feel safe, and staff must take appropriate action to protect their safety and wellbeing.

6. Safeguarding, bullying and child-on-child harm

All staff recognise that behaviour may indicate a safeguarding concern. Violence, discriminatory abuse, sexual harassment, harmful sexual behaviour, exploitation and online abuse must be responded to in line with the Child Protection and Safeguarding Policy, regardless of whether the behaviour meets the definition of bullying.

Safeguarding concerns must be reported to the DSL without delay and recorded on CPOMS in line with school procedures. Where a concern requires an immediate response, staff must speak directly to the DSL; recording on CPOMS does not replace this. Staff must not promise confidentiality and should share information only with those who need to know.

The school takes appropriate action to protect and support children who have been harmed and to address the behaviour of children who have caused harm. Responses prioritise safety, dignity and wellbeing, while maintaining appropriate boundaries and following safeguarding procedures.

Bullying concerns are addressed in line with the Anti-Bullying Policy. Parents and carers are informed as appropriate and receive information about their own child, while the confidentiality of other children is respected.

7. Suspension, permanent exclusion and off-site behaviour

Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions made by the headteacher in accordance with current statutory guidance and legal requirements. The school follows the required procedures for notification, recording and governing board involvement. Permanent exclusion may be necessary in exceptional circumstances to maintain a safe and orderly school environment. Decisions take account of individual circumstances, relevant needs, reasonable adjustments and safeguarding considerations.

Behaviour outside school

The school may respond to behaviour outside the school premises where it is lawful and appropriate to do so. This may include behaviour on school visits and journeys, and online behaviour that affects the safety and wellbeing of pupils or the school community. Any response will take account of the circumstances, the school's authority to act, proportionality and safeguarding considerations.

8. Physical intervention and searching

Team Teach and positive handling

At Thurlstone Primary School, a number of staff are trained in Team Teach, an approach that promotes positive behaviour support, de-escalation and the safe management of distressed behaviour. Our priority is to prevent escalation through positive relationships, early intervention and supportive strategies.

Physical intervention will only be used where lawful, necessary and proportionate to the circumstances, in accordance with current statutory guidance. Staff must consider the individual circumstances, including any relevant SEND, disability or medical needs, and use the least restrictive response appropriate to the situation. The safety and dignity of all children and staff remain paramount.

Any use of physical intervention must be recorded, reported to parents where required, and reviewed in accordance with statutory guidance and school procedures. Staff must never use physical intervention as a punishment. Where an incident raises safeguarding concerns, these must be reported to the DSL without delay.

Searching, screening and confiscation

Searching, screening and confiscation, including in relation to electronic devices, are carried out in accordance with current DfE guidance and school procedures. Staff must understand the limits of their powers and follow the required safeguards when conducting searches.
Where a device may contain sexual images of children or other potentially criminal material, staff must follow safeguarding procedures and seek immediate advice from the DSL. Staff must not routinely view, copy or delete such material; any further action must be guided by the relevant safeguarding procedures and statutory guidance.

9. Recording, communication and monitoring

Significant behaviour incidents, safeguarding concerns, actions taken and follow-up are recorded factually and promptly on CPOMS, in line with school procedures. Records should distinguish observed facts from reported information and include relevant actions and outcomes.

School leaders review behaviour records to identify patterns and consider whether further action or support is needed. This includes reviewing incidents by location, time, type, pupil group and individual need, and considering whether current strategies and reasonable adjustments are effective.

Parents and carers are informed of significant incidents affecting their child, as appropriate and subject to safeguarding and confidentiality considerations. Where additional support is agreed, plans are reviewed with the pupil, family and relevant professionals to assess progress and identify any changes needed.

The governing body receives anonymised information about behaviour patterns and the effectiveness of the school's approach, including discriminatory incidents, bullying, suspensions and permanent exclusions, the use of restrictive physical intervention and the impact of support. This enables governors to monitor inclusion, consistency and the safety and wellbeing of pupils.

Staff receive appropriate induction and ongoing training to support consistent implementation of this policy. The policy is reviewed annually and made available to families.

10. Linked policies and guidance

This policy should be read alongside the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy 2026–2027
- Online Safety Policy 2026–2027
- Mobile Technology Policy
- SEND Policy and Information Report
- Accessibility Plan 2026–2029
- Equality Information and Objectives
- Attendance Policy
- Educational Visits procedures
- Physical intervention and searching procedures

Staff should refer to the relevant policy or procedure where further guidance is required.

Appendix- Child friendly behaviour policy

THURLSTONE PRIMARY SCHOOL

Grow Together • Learn Together • Feel Loved

Our Behaviour Expectations

<table>
<tr>
<td>Be Ready
We are ready to listen and ready to learn.

We are ready for new challenges.

We are organised, try our best and keep going when learning feels tricky.</td>
<td rowspan="2">Be Respectful
We use kind words and actions and welcome everyone.

We listen to others' opinions and share our own respectfully.

We look after our school, our own and other people's belongings and the world around us.

We use a noise level that is right for our activity and consider how our noise affects others.</td>
<td rowspan="2">Be Safe
We keep ourselves and each other safe.

We use kind hands, feet and words.

We make safe choices that consider the people and spaces around us.

We move around school calmly and safely.

We use equipment and resources safely.

We play fairly and safely.</td>
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<tr>
<td>Team Stop
When an adult raises their hand, we stop what we are doing, look and listen.</td>
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Celebrating Success

We celebrate when we:

Show love and kindness – we care for others and help everyone feel welcome.
Are brave and honest – we try new things, tell the truth and do the right thing.
Love life and our world – we care for our school, our community and the world around us.
Keep exploring and learning – we show curiosity, try our best and learn from mistakes.
Work and play together – we share, cooperate and help each other succeed.

Adults might celebrate our positive choices, effort, kindness and progress through:
Praise – recognising positive choices, effort and achievements.
Pompoms – celebrating positive contributions as a class.
Stickers and prizes – rewarding positive behaviour and achievements.
Postcards home – sharing children's successes with their families.
Celebration assemblies – recognising and celebrating achievements together.
Positive contact with families – sharing good news about children's behaviour, attitudes and progress.

What Happens When Things Go Wrong?

At Thurlstone, we all make mistakes. Adults will help us learn from them, make better choices and put things right.

1. Reminder

An adult reminds us.

- We are reminded of the expectation.
- We are helped to understand what we need to do.
- We have a chance to make a better choice.

2. Warning

An adult talks to us.

- We have a quiet conversation about our behaviour.
- We are reminded what needs to change.
- We are given another chance to make a better choice.

3. Consequence and Repair

We take responsibility and put things right.

- We may spend some of our playtime with an adult.
- When we are ready, we talk about what happened and how our behaviour affected others.
- We think about how we can put things right.
- Our parents or carers are informed.

Remember

Everyone makes mistakes. What matters is what we do next.

Adults are here to help us learn, make positive changes and put things right.

When Someone Is Unsafe

Adults act straight away to keep everyone safe.

- We may be asked to stop what we are doing or move to a safer place.
- An adult will help everyone stay safe and calm.
- When we are ready, an adult will help us understand what happened and what needs to happen next.
- Adults may ask for help from the senior leadership team and speak to our parents or carers.

We do not have to wait for Steps 1, 2 and 3 if someone is at risk of harm.

Adults will always work to keep children safe and help them learn from what has happened.