



Grampound with Creed C of E School Relationships and Behaviour Policy

Approved by:	Local Governing Body	Date: December 2024
Next review due by:	December 2026	



Relationships and Behaviour Policy



BE THE LIGHT
MATTHEW 5:15

1.0 Introduction and Rationale

This policy has been written following staff consultation in response to the school's vision "Be the Light – Matthew 5:14" to ensure every pupil flourishes and shines. Due to our commitment to develop every pupil's self-belief so they feel seen, heard and support, our goal is for each child should leave us as a confident, articulate and self-disciplined individual, equipped to go out and meet the challenges of life's journey. Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship, with Collective Worship, R.E. and our focus on our core Christian values, deepening our beliefs and understanding. Everything we do has our Christian values at the heart. With these values in mind, we can model and build good relationships with all our school community. We aim to help each child develop as a caring, responsible and tolerant member of society; caring and responsible towards other people and towards our environment.

2.0 School Conduct Code

The school code of conduct is based upon our TIS approach which permeates throughout school life to ensure every child's light shines brightly. There is also a strong sense of morality which is upheld by all staff and children to ensure adults flourish alongside pupils as well as staff.

3.0 Whole School Approach

We believe in a whole-school approach to behaviour which views behaviour as a communication or unmet need. It is an integral part of the culture of the school and staff are empowered to work alongside children to encourage and instil a shared sense of responsibility for standards of behaviour.

-Our Be the Light vision ensures that pupils learn from the example provided by older children and staff due to the way in which the quality of relationships between members of the school community are prioritised.

-Our 3 Rules for Life apply to all members of the school community It is necessary for all persons at the school to show respect for each other.

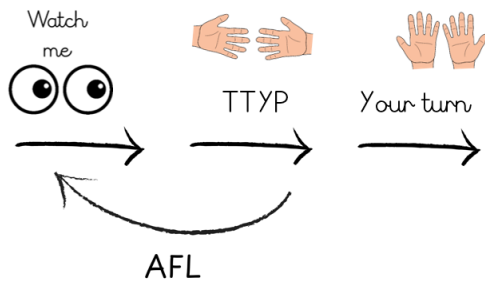
-It is important that governors and staff regularly reflect on the school environment and routines for movement within it; on the structure of the timetable and on the support available for staff and pupils to ensure that they facilitate good behaviour and



relationships in order to shine brightly and flourish.

-Opportunities should be provided through the curriculum for pupils to increase their understanding of the inter-relationships between rights and responsibilities. Collective Worship, R.E., Health Education in line with the TIS Initiative, pastoral time and cross-curricular work on Citizenship can be useful starting points.

3.0 Continued: Whole-School Approach to Learning Behaviours



During all lessons that are taught here at Grampound with Creed, we follow the approach of: Watch me, TTYP, Your Turn, to ensure that learning is suitably embedded for all children. Within each element of this, there are whole-school approaches adopted to ensure maximum engagement within all lessons, whilst working to reduce low-level disruption during learning time.

When the teacher is delivering the input to the lesson, the STAR approach is used consistently across all learning environments for the children. Please see below:



Within both classrooms, the children are encouraged to show STAR behaviour at all times, whether or not the teacher or other children in the classroom are talking. They are encouraged to sit up straight, and stand to speak when sharing an answer where possible. They are also encouraged to track and listen to the speaker, giving them their full attention and respect.



To encourage STAR:

Verbal praise is used when STAR behaviours are identified within a classroom

Stickers are used when children are showing a particular STAR behaviour (focus decided by class teacher)

A STAR jar is placed at the front of the classroom, to be filled specifically when STAR is being shown within the classroom. When the jar is full, the class earn something, to be decided by the class teacher. For example, an additional break in the afternoon outside for 10-15 minutes once per week.

Exceptions to these approaches are those children with individual behaviour plans as sometimes, alternative approaches may need to be used to encourage their participation.

TTYP



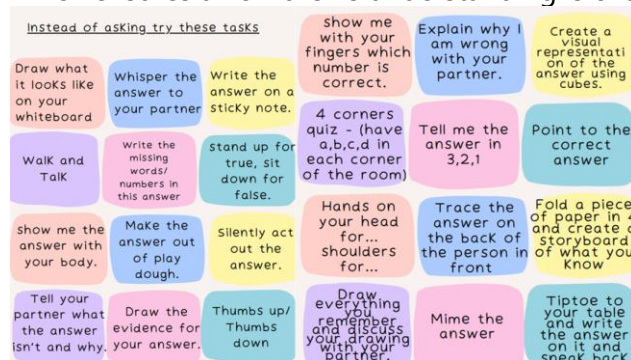
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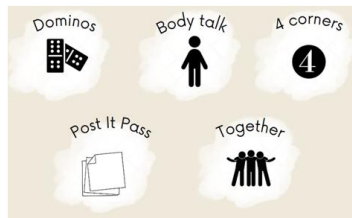
Within a lesson, after the children have had the initial teaching input, they are given activities to complete collaboratively with learning partners, encouraging their application of their new knowledge, with teacher monitoring, support and guidance still given. Throughout this portion of the lesson, several approaches are used consistently across both classrooms to encourage active participation from all learners and to further reduce low-level behaviour. These include:

Partner talk: Within all learning environments, the children have been seated in a Partner A/B arrangement. During partner talk opportunities, Partner A will initiate the conversation (unless otherwise stated by the class teacher) to facilitate further support and guidance for Partner B, to further reinforce their learning. This ensures that children can be called on to share an answer during a whole-class discussion, as they are given opportunities to gain insight from their learning partner.

Task don't ask strategies:

These work to encourage full participation from learners, as they are given an activity to do which ensures all children's understanding is checked ahead of independent practise.





4.0 Rules

We recognise that in order for our children to shine brightly and flourish, we need to teach them, model and praise the following three Rules for Life, which include;

Show respect and good manners at all times
Care for everyone and everything.
Follow instructions with thought and care.



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The school rules should be discussed regularly by children and by staff. They will be kept under review and amended or revised as appropriate.

5.0 Approaches to Behaviour Management

-All interactions with all children should be focussed on developing good relationships. Greeting each child every morning, noticing them and any changes, showing interest, using humour, showing good manners, conversing politely all contribute to good relationships.

-PSHCE, (Personal, Social, Health and Citizenship Education) lessons are used as rich learning opportunities on behaviour.

-Children are encouraged to take responsibility for themselves and their actions in age-appropriate ways. Staff should encourage children to resolve conflict independently, modelling where necessary, and praising when done effectively. This may be through use of the 'footsteps' for younger children.

-Use incidents which do not maintain our Rules for Life and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.

-The correctives for appropriate and inappropriate behaviour choices are agreed and known to all involved.

-Staff use the PACE approach (Dan Hughes) adopting a playful, accepting, curious and empathetic approach.



- Shining a light on all positive behaviours in relation to the three rules for life.
- Setting high personal standards and modelling strong interpersonal skills including treating everyone as an individual whose uniqueness should be celebrated
- Sustaining a safe, secure and supportive environment where children shine
- Extending and motivating all pupils
- Modelling and Insisting on the showing of respect for all

6.0 Rewards

Rewards are used to encourage positive behaviour and to acknowledge special efforts and achievements, particularly when they have been the light and shone brightly by making a difference in some way.

Rewards include;

- verbal praise from staff in line with the rules for life, values and vision
- Rules for Life certificates sent home to parents
- sharing good work with others
- sending messages home to parents
- gold Head of School sticker
- Being sent to other teachers/the head of school / secretary to share achievement and be praised

7.0 Sanctions and Punishment

The school employs a range of sanctions for teachers to use that are differentiated in response to the nature of the unacceptable behaviour. The unwanted behaviour should be clearly linked to the corrective and the child should be supported to understand how her/his actions contributed to the problem.

These include;

- Verbal reminders about the Rules for Life to redirect the positive behaviour
- verbal warnings
- Correctives e.g. refection and reparative time
- Loss of time at playtimes
- Referral to the Lead Teacher or Head of School
- Involve the Parents.
- Involve the LGB
- fixed-term suspensions
- permanent exclusion

To ensure consistency with secondary schools in the area, we have condensed the sanctions approaches into 'The Three Rs'. The Rs mean: Remind, Record, Remove.



1. Remind:

The child is given a calm, private reminder about their behaviour, and this reminder must link back to the school 'Rules for Life'. For example, 'At the moment, the behaviour you are showing is not caring for everyone and everything'. The adult explains what needs to change and what will happen if the behaviour continues. A positive choice is offered, and good behaviour is praised when the child improves. No further action is needed if they respond positively.

2. Record:

If the behaviour does not improve after a reminder, the child may be moved to a different place in the classroom or to another suitable area to help them refocus, with a clear warning given now. 'This is now your warning, that if you continue to *****, then you will be asked to leave the classroom and work somewhere else'. The behaviour will be recorded, and the child will be reminded of how they can make better choices.

3. Remove

If a child continues to disrupt learning or behaves in a way that is unsafe, they may be removed from the classroom to work with a senior member of staff, or in an alternative classroom. Parents or carers will be informed when this happens, and a discussion will take place to help the child reflect on their behaviour and agree on ways to improve in the future as part of the PRICE focus to maintain positive relationships, and to allow for reparation to occur.

8.0 Dangerous Conduct

If there are behaviours shown by a pupil when on the school grounds that have a potential consequence of harm, or where a pupil is provocatively dangerous or abusive to self or others, time in with an adult must be used to allow for reflection and reparation. If a pupil carries out dangerous behaviour, and they haven't responded to verbal instructions to stop what they are doing by an adult, this must be reported to the PRICE behaviour lead or Head of School and the pupil must be removed to a calm environment for a sufficient time to allow for full de-escalation. At all times the pupil is informed of what is happening and why in a calm manner. At Grampound with Creed, we have a number of staff trained in the safe-handling of pupils, through the PRICE Positive Behaviour Management programme. If needed, this will be conducted in pairs. A report is logged and parents will be informed. Parents/carers should be contacted at the early stage to inform and gain cooperation where possible, although in an immediate risk of harm, parents to be informed as soon as possible, once the child/ren are safe.

9.0 Suspension of pupils from school

Exclusion is a sanction used by each school within the Trust, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed-term suspension from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO.



Please refer to the Rainbow Multi-Academy Trust Exclusions Policy for more information.

10.0 Bullying

We define bullying as 'a person being subjected to repeated aggressive acts over a period of time by another person or persons'. Bullying can involve physical or verbal attacks, name-calling, malicious gossip, damaging or stealing the victim's property or coercing the victim into doing something unwillingly.

Bullying is unacceptable behaviour and will not be tolerated in the school.

Prevention of Bullying

It is important to maintain an atmosphere that renders incidences of bullying unlikely. Care has to be taken to ensure that the school remains a nurturing, safe environment where children shine brightly in a nurturing environment in and to ensure that the children have trust and confidence in the adults working there.

Specific measures that should be taken each year include:

Time slots being identified in each year for class discussions on behaviour and bullying. The necessity for the child to discuss any bullying problems in confidence with the class teacher or other trusted adult should be stressed. 'Bullying' should be clearly defined with the children, they should be helped to differentiate between bullying and thoughtless unkindness, etc.

-Opportunities should be sought to give older children an active role in caring for others.

-Care should be taken never to stereotype people or to provide poor role models.

-Bullying, and our attitudes towards bullies and towards victims, should be the focus of certain Collective Worship sessions.

-The children should be regularly reminded that teachers will listen and can act in confidence.

Primary-secondary liaison talks should deal with the fears of Y6 children approaching transfer.

9.1 Procedure in the event of Bullying

Upon disclosure of or staff observance of an incident of bullying, the following procedure will be initiated:

The incident will be investigated.



The Senior Teacher / Head of School will be informed and the incident recorded in the log of bullying incidents. The governors / Trust SLT will then be informed.

Following discussions, the appropriate sections of parts 7 and 8 of the policy will be used to deal with the incident as appropriate.

Talks will be held, separately, with the parents of both bully and victim.

The future conduct and well-being of both parties will be kept under review.

Parents are encouraged to come and discuss any concerns they may have over bullying with the Head of School.

Staff should be particularly sensitive to bullying based on the targeting of physical appearance which differs from a perceived norm. Similarly individuals who present with unusual behaviour or have different cultural and religious needs should not be discriminated against.

The links between bullying and discrimination to be identified covered via our PHSE curriculum in class and in Collective Worship under the headings of "diversity – how we behave towards other who appear to be different from ourselves".

Being able to manage and understand their emotions, to apply thinking between feeling and action and to increasingly show empathy and understanding to others is core to our work. This is the backdrop to our positive behaviour policy.

10.0 Exceptional Circumstances

Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. Every effort will be made by all staff to diffuse situations through tier 1 or tier 2 non-restrictive practises of de-escalation. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and at times where children are showing dangerous or potentially violent behaviour, children will be given verbal instructions to stop before any physical intervention is carried out. However, at times where there is a consequence of harm to either themselves or others, restrictive physical intervention may be necessary to keep the child and others safe. Some examples where RPI might need to be used would include separating pupils who are found fighting or where children are putting themselves in harms way, e.g. running in the road on a school trip.

See Positive touch policy

Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips and representing the school



outside of normal school hours, for example in a sporting event. When a pupil is wearing the school's uniform they are indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day.

Children with SEND

If a child's behaviour is as a direct result of their specific SEND, this will be taken into account and reasonable adjustments will be made to the escalation plan. Strategies for support will be implemented and support from outside agencies may be sought. See SEND Policy for further details.

11.0 TIS

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in less-structured times like play times, which enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development. Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in key stage 1 and 2 or reparatively with older children TIS supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community.

With a programme of continuous development, our vision is for all our staff to use the TIS approach effectively to encourage pupils to increasingly self-regulate, embed strategies in social and emotional learning and make positive behaviour choices, which therefore underpin academic progress.

The School is aware of and sympathetic to the potential individual needs of all of our stakeholders. These unique needs may be due to a wide range of circumstances of a long or short duration. We will endeavour to accommodate these to ensure an inclusive approach by promoting positive images and experiences of differing race, gender, LGBT and abilities.



