

THE GROVE PRIMARY SCHOOL



RELATIONSHIPS & BEHAVIOUR POLICY

Status:	Approved	
Date Adopted by Governing body:		
Review Date:	September 2028	Every 3 years
Revision History:		
Created by Kate Wilkins	August 2015	1.0
Revised by Kate Wilkins	January 2018	2.0
Revised by Anna Pemberton and agreed at FGB	January 2021	3.0
Revised by Rebecca Denmeade and agreed at FGB	January 2024 (agreed March 2024)	4.0
Revised by SLT	September 2025	5.0
Revised by Deputy Head to cover new legislation	July 2026	5.0

Ethos and Expectations

At The Grove, children being safe and feeling safe is central to everything that we do. We strive to create calm, purposeful learning environments where every child feels included, valued and is ready to learn- behaviour is a key part of this.

It is vital that all behaviour is recognised- positive and negative- and responded to appropriately. Staff have a collective understanding of the need for calm, consistent behaviour management and are provided with the tools and support to uphold this. Recognition of positive behaviour is integral to the school's Behaviour Policy and embedded into daily practise. All children should feel recognised and rewarded for the daily efforts and positive choices that they make.

Our Behaviour Pyramid (Appendix 1) provides staff with strategies to address negative behaviours, focusing on giving children the provision and tools needed to manage behaviour and support the child back towards more positive choices. We are aware that these strategies will not be suitable for all children, due to additional circumstances, therefore support and guidance from the school's Inclusion Team is always available alongside more bespoke behaviour provision with the aim of achieving equity and accessibility to learning, across the school.

All staff have high expectations of behaviour and act as role models for the children. Through this, they support them to develop key behaviour and relationship skills connected to accountability, conflict resolution and reflection on their own behaviour. We believe it is vital to give children time to talk through their actions and feelings, allowing them space to reflect on what has happened and to understand that you can always learn and grown from making a mistake.

Relationships

Alongside high expectations for behaviour, all staff at The Grove have an understanding of how positive relationships can support children and the overall learning environment. We believe that developing positive, trusting relationships is integral to managing behaviour across the school and this is a priority for us.

In addition to developing relationships with children, positive working relationships with our wider school community are also integral to managing behaviour at The Grove. Partnering with parents and carers, with the collective goal of a safe, positive, productive learning environment for all of our children is key. The team around each child can provide vital information, support and encouragement which has an undoubtable impact on behaviour across the school.

Every Moment Matters at The Grove

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work and school life.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To be fully inclusive and respect the different needs, personalities and qualities of individuals, nurturing them to make a highly positive contribution to the school community.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

The Teacher's Role

- Teachers should work to establish consistent levels of acceptable behaviour with the support of parents, governors and the school's SLT.
- Teachers should apply the school's Relationships and Behaviour Policy's core principles, rewards and sanctions with consistency and conviction at all times, including agreed ways to get the attention of students on a daily basis and general behaviour expectations. (Appendix 2).
- Teachers understand that positive expectations, praise and reward are the key to successful classroom management.
- Teachers will ensure they prioritise relationships alongside calm, consistent behaviour management
- Teachers should work to establish strong, positive relationships with each child in their class, valuing them as an individual;
- Pupils should be taught how to make good choices and be good role models.
- Pupils need to receive consistent positive encouragement as means of motivation.
- Pupils should be taught, encouraged and motivated to lead themselves well and take ownership for their own behaviour and choices.

- Teachers should recognise that effective provision for all children to learn, including adaptations within the classroom where necessary, are a key component of positive behaviour.
- Teachers should work in strong partnership with parents; communicating clearly regarding both successes and areas of challenge for their children.

The Parent's Role

- Parents should promote and support the school's Relationships and Behaviour Policy.
- Parents should communicate with the class teacher as soon as possible if there are any changes or circumstances likely to impact on their child's behaviour so appropriate support can be put in place.
- If the school has to use agreed sanctions to support a child with their behaviour, we expect parents and carers to support the actions of the school and engage with discussions, meetings and any joint provision.
- Parents should approach the class teacher in the first instance if there are any areas of concern regarding behaviour and seek to work in partnership with the school for the benefit of the child.
- Parents should seek to conduct themselves appropriately showing the same respect to school staff as they would like to be shown themselves.
- Parents should take every opportunity to celebrate their child's achievements and success to encourage and reward good conduct.
- If parents and carers have any concerns about the way that their child has been treated, they should follow The Grove Primary School Communication Chart (Appendix 3).

The Headteacher's Role

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Relationships and Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher, and wider Senior Leadership Team (SLT), will also ensure they support staff through: training, sharing good practise, role modelling the ethos and expectations of this policy themselves and supporting staff to do the same.
- The Headteacher keeps records of all reported serious incidents of misbehaviour and how these have been actioned and used to learn and improve.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors and Trust have been notified.

The role of the Governing Body and Trust

- The Headteacher has the day-to-day authority to implement the school's policy on relationships and behaviour but Governors or the wider Trust may give advice, when necessary, to the Headteacher so this can be taken into account when making decisions about matters of behaviour.
- Review the effectiveness of the policy.

Behaviour - Classroom and Other

The Grove aims to promote and reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to support and encourage good behaviour, rather than merely deter negative behaviour. We believe that rewards encourage the growth of self-esteem, draw everyone's attention to good behaviour both in the classroom and at other times and promotes success.

Rewards may include:

- Verbal praise
- Peer group praise e.g. applause, children involved in choosing star of the week
- Stickers
- Class motivational systems (including recognising working together on behaviour etc.)
- Children sent to other staff or the Headteacher to celebrate their work or recognise an achievement
- Achiever of the week
- Use of house points and Class Dojo
- Family of the Week
- Superstar of the day
- Silver and Gold Awards

SILVER and GOLD awards form a key part of the whole school reward system. Points towards these achievements are given for exceptional work and behaviour over and above the normal high standard we expect in all areas of school life. 5 points achieves a Silver award. This is presented in our weekly Achievers' Assembly. 5 Silver awards add up to a child receiving a Gold award. When a child receives a Gold award, the Headteacher will write to the parents of that child commending them for an exceptional record, effort level and conduct over time.

Learning behaviours

In line with the school's areas of focus around the acronym "LEARN", we want this policy to support all children to develop the following learning behaviours to benefit them during their time at The Grove and beyond:

Lead yourself well

Endeavour to always do your best

Aspire to know/do more than you could yesterday

Respect your learning environment

Nurture those around you by prioritising kindness

Anti-social behaviour

Anti-social behaviour is not condoned. It is essential that parents/ carers and teachers work collaboratively on any problems which develop. Where concerns are raised about poor behaviour, which is not in line with this policy and may be causing disruption or threatening the safety of other children, class teachers have a clear set of procedures to follow through our Behaviour Pyramid (Appendix 1). Other plans and adaptations may be put in place that are tailored to individual needs or recognise pupils with SEND and other factors which may impact their behaviour or regulation. Support and sanctions are considered carefully to ensure they are appropriate and children are given every opportunity to rectify actions that may have caused upset or concern. The school also focuses

on a “restorative” approach with children having the time to discuss what has happened and work collaboratively to decide consequences and next steps, where possible.

At The Grove, we aim to be proactive in the support of children’s behaviour and general wellbeing; prioritising ways to support the “whole child” and build relationships.

Proactive relationship building and behaviour support resources:

- ELSA
- Transition
- Enrichment
- Pupil Conferencing
- Inclusion Team
- Family Link Workers
- Lunchtime Club provision

Sanctions may include:

- Discussion with member of SLT
- Time out of class
- Loss of Golden Time
- Lunchtime Behaviour Support- Reflection Room
- Loss of break or lunchtime

Severe Behaviour Sanctions

Occasionally, children display behaviours that are extreme and should not be reasonably tolerated by any member of the school community. These behaviours are likely to include:

- Where a child is physically violent towards another child or adult;
- Where a child is abusive towards another child or adult;
- When a child refuses the authority of a member of staff at The Grove;
- Where a child deliberately causes damage and disruption to school property.

Any child displaying violent, dangerous or abusive behaviour may be removed from their class/area of activity or other children removed for their safety.

The school’s Senior Leadership Team (SLT) will determine the nature of the incident and inform the parents as soon as possible of the serious incident that has happened. Any of these types of incident may result in a suspension or exclusion. This will be communicated in the strongest terms to the child and parent.

Where pupils from The Grove are involved in any incident where a crime might have been committed, the school will contact the Police as a matter of urgency. The school will also immediately contact the Police should a child leave the school premises without permission, to ensure their safety and fulfil our safeguarding responsibilities.

Exclusion

A pupil may be suspended or excluded by the Headteacher if, on the balance of probability:

- The child no longer accepts the authority of the school;
- The child wilfully and maliciously uses violence towards staff or children;
- The child presents a threat to his/her own safety or to the safety and well-being of other pupils. This can also include: verbal abuse, bullying, racism, homophobic bullying, theft or persistent poor behaviour;
- The child presents a continuing threat to the educational opportunities of other children.

Other excludable behaviour may also be considered, as outlined in the guidance issued by Wiltshire County Council

[Exclusions of pupils - Wiltshire Council](#)

Exclusion is seen as a last resort. Many other strategies, and considerable time and resources, will have been exhausted before it is considered.

Exclusions will be fixed term initially of up to 5 days. If the behaviour continues on return to school the exclusion may be made permanent. The decision to permanently exclude must be upheld by the Governing Body and Trust.

Physical Intervention (PI) and Seclusion:

- Physical intervention or seclusion of pupils should only be used as a last resort. At The Grove, staff are trained and supported to use de-escalation strategies and inclusive behaviour management techniques to reduce the need to use positive handling/ physical intervention/ seclusion. Key children, with additional behaviour needs, have de-escalation plans in place which are created with parents/ carers and updated regularly.
- The school's leadership team have trained a high number of staff, based across the school, in positive handling techniques to ensure support is always available and staff are accompanied by trained, confident colleagues if they should need to use positive handling techniques.
- Staff may use their professional judgement of a situation and, if appropriate, use **reasonable force**.
- Physical intervention or seclusion must not be used as a punishment.
- Any incidents involving physical intervention/ seclusion should be reported to a member of the Senior Leadership Team and recorded through the "Positive Handling Record Sheet" (Appendix 4). This form must be completed on the day of the incident, where possible, and uploaded with any relevant information and supporting documentation onto CPOMs- the school's electronic record keeping system. This recording procedure will take place even if a PIP is in place for a child.
- Parents are always contacted and informed in writing following an incident of physical intervention or seclusion. This reporting, in writing, will include:
 - *time, date, location and approximate duration of the intervention*
 - *brief account of why the intervention was assessed as necessary in that instance*
 - *brief account of what type of force was applied, and the degree of force*
 - *details of any physical injuries sustained, if applicable*
- If it is identified that staff are frequently using positive handling strategies to support a child, a PIP (Physical Intervention Plan) will be created, collaboratively with parents. A child's PIP will be shared with all key staff and reviewed regularly to ensure it continues to reflect their needs and triggers.
- The schools Senior Leadership Team will review records of physical intervention/ seclusion, at least termly, to ensure key children and trends have been identified and supported to improve overall provision across the school.

Harmful sexual behaviour

This section of the Behaviour Policy has been written with reference to the DFE document: Sexual violence and sexual harassment between children in schools and colleges - September 2021.

Harmful sexual behaviour including sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and is never acceptable.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors.

Harmful sexual behaviour will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, should always be challenged by staff and reported to a member of the leadership team.

Our response to reports or concerns

Our school will ensure that all incidents of sexualised behaviour, sexual harassment and / or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Addressing inappropriate behaviour (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.

Any concerns of sexualised behaviour will be recorded using CPOMs, which will alert the Designated Safeguarding Lead (DSL) within the school. The DSL (along with other members of the school's leadership team) will investigate and respond to all concerns, or reports, of inappropriate / harmful sexual behaviour, including those incidents that have taken place outside of school, including online.

Our school uses the Hackett Continuum to provide support that helps to identify, understand and respond appropriately to sexual behaviours in young people. Where necessary, support from other agencies will also be sought, including social care and the police.

Support for victims and perpetrators

All children involved in an inappropriate or harmful sexual behaviour incident require support whether they are the victim or perpetrator.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting harmful sexual behaviour. Nor should a victim ever be made to feel ashamed for making a report.

For perpetrator(s), any necessary disciplinary action is also paired with appropriate support. A child abusing another child may be a sign they have experienced abuse themselves or a sign of wider issues that require safeguarding support.

Monitoring

Behaviour and Conduct is monitored through CPOMs and regular analysis of any behaviour incidents, conducted and worked on by the school's Safeguarding Team. Pupils are given an understanding of how well they are behaving and following the Code of Conduct (Appendix 5) and involved in discussion about strategies for improvement, where necessary and appropriate.

Relationships and Behaviour are discussed at termly Pupil Progress review meetings and measures are taken to address any areas for concern- raised by classroom staff or the school's Leadership/ Safeguarding Teams. This may include conversations with parents, action plans, new de-escalation plans or further monitoring.

For further information, details and guidance, this policy should be read in conjunction with The Grove Primary School:

- Physical Intervention Policy
- Home/School Agreement
- Parent Handbook (including Uniform guidance)
- Attendance Policy
- Homework Policy
- Exclusions Policy
- Mental Health and Wellbeing

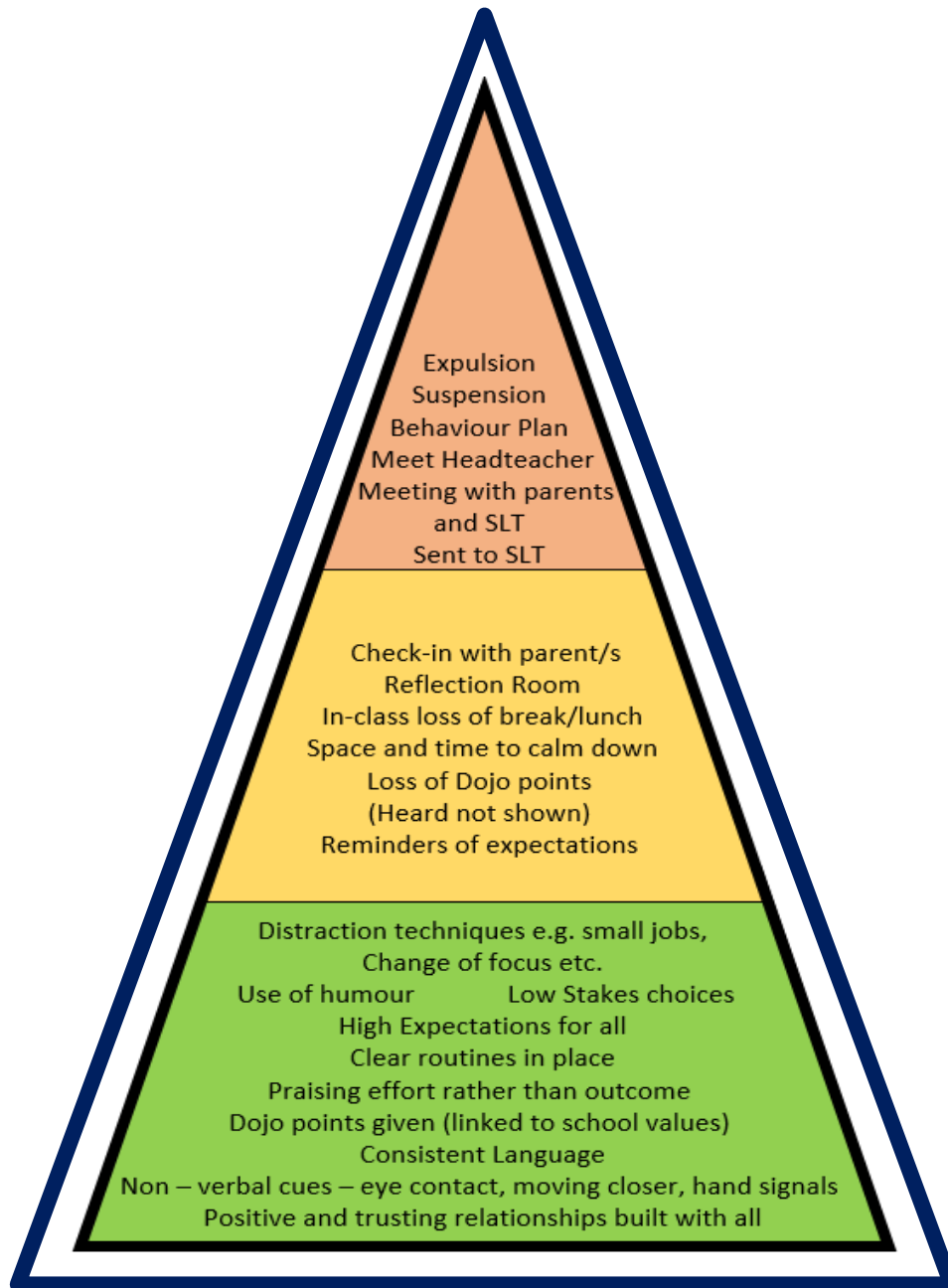
Other sources of reference

[Safeguarding and Child Protection Policy](#)

[Anti-Bullying Policy](#)

Appendix 1

Behaviour Pyramid



Appendix 2

[Click here to be re-directed to document](#)



Appendix 3

The Grove Primary School Communication Chart

The school office can be contacted by telephone between 8:30am and 4:00pm on weekdays.

Please note that all correspondence to school leaders should be submitted in writing, in a named, sealed envelope, or by e-mail via admin@thegrove.equamead.org

Address	Telephone	E-mail
The Grove Primary School Hazel Grove, Trowbridge Wiltshire, BA14 0JG	01225 755242	admin@thegrove.equamead.org

Messages, Queries, Concerns	Person to Contact
If your child is absent from school	Please notify the school office each day of absence either by calling the office after 8:30am, by leaving a message on our absence answer phone service (01225 755242) or via our absence e-mail absence@thegrove.equamead.org Please note that this notification does not guarantee that absences will be authorised.
If you have a quick message for your child's teacher about collection arrangements, lost property, health concerns etc.....	Please leave a message with the designated member of staff at your child's drop off point (KS1 Gate or KS2 Gate entrance), Urgent messages may be telephoned into the school office if you are not dropping your child off personally.
If you would like to talk about your child's learning progress	Your child's Class Teacher knows them best and you should make an appointment to meet with them at a mutually convenient time – first thing in the morning is a not a possibility for such a meeting. If this proves to be a concern that cannot be resolved by the Class Teacher then this will be passed onto the relevant Senior Leader who will contact you to follow this up.
If you are concerned about social behaviours or bullying ...	Make an appointment to meet with your child's Class Teacher. If, following your discussion you would like more information, make an appointment to meet with the relevant School Leader.
If you would like to discuss something related to your child's Class Teacher	Make an appointment to meet with the Headteacher, Deputy Headteacher or another appropriate member of the school's Senior Leadership Team.
If you would like to discuss your child's special educational needs	Speak to your child's Class Teacher initially. If you need further support or information make an appointment to speak to the SENDCo or complete and submit an Initial Concern Form (available through the school website).
If you would like to discuss your child's welfare or wellbeing concerns	Speak to your child's Class Teacher. If you need further support or information make an appointment to speak to one of our Family Link Workers- Morwenna Rutland or Kirsty Brine- or another member of the school's Safeguarding Team.
If you would like to find out about before and after school club	Ask at the school office or look on our website. Please contact FUNDAYS on: 07874 222782 enquiries@fundaysclub.co.uk

If, having followed the above steps, your concern or question is not resolved/answered please make an appointment with the school office to meet with the Headteacher, Deputy Headteacher or another member of the school's Senior Leadership Team. If you would like to contact the Governing Body directly, they may be contacted in writing via the school office. All correspondence must be sealed and addressed to the Chair of Governors, Sophie Miller.

Appendix 4

[Click here to access Positive Handling Record Sheet](#)

Appendix 5



CODE OF CONDUCT

The school has a clear **Code of Conduct** which has been developed to provide guidance to all members of the school community regarding our expectations for pupils' attitudes towards school and learning. Additionally, this Code of Conduct will ensure clarity and consistency for the whole school community.

Conduct comprises 6 different areas:

- **Uniform**
- **Attendance**
- **Punctuality**
- **Effort**
- **Homework**

Children are monitored in every area of the Code of Conduct and any concerns are raised at termly Pupil Progress review meetings or beforehand if necessary.

Strategies will be put in place to address any concerns which are identified. These may include (but are not restricted to):

- Communication with parents
- On-going discussion with child
- Action plans (behaviour and conduct) and short term targets
- School/home reward systems
- Involvement of outside agencies
- Monitoring of behaviour through CPOMs

Uniform

We believe that school uniform is important because:

- It contributes to a sense of belonging and fosters a feeling of pride in our school;
- It takes away the need for children to decide what to wear on a daily basis;
- Children do not need to be worried about issues of fashion or competitive dressing;
- It promotes equality of opportunity;
- It looks smart and makes a firm distinction between home and school which can be key for some children and their daily readiness to learn.

The school has a clear uniform policy and it is expected that this is followed at all times. Breaches to the uniform policy will be discussed with parents.

Attendance and Punctuality

We believe there are two main reasons why we should strive for maximum attendance and punctuality:

1. Every lesson in school is important in ensuring that our children achieve their potential- at The Grove, every moment matters!
2. Attendance and punctuality are valuable life skills which our children will need for life in the wider world.

At The Grove Primary School, we are committed to providing high quality, engaging experiences and learning opportunities which enable all pupils, no matter what their strengths, to achieve their potential. In every lesson, every day, we aim to develop pupils' skills and understanding, carefully building on their prior knowledge and giving them the tools to succeed. Absence from any one of these lessons or experiences can cause anxiety for the child, as they feel that they have fallen behind, and may have an impact on a child's ability to succeed in the task that has been set. Frequent absence, or absence for blocks of time, will have a long lasting effect through the learning 'gaps' that are created in a child's understanding.

Furthermore, at our school we believe that attendance and punctuality are life skills which demonstrate an individual to be reliable, responsible and organised. It is the responsibility of the school and parents in partnership to prepare our children for the future and we believe that attitudes to attendance and punctuality developed at school will resonate throughout our children's life and chosen careers.

The school will monitor attendance and punctuality as a priority. Attendance and punctuality will be identified as being "of concern" in line with the school's Attendance Pyramid. The attendance and punctuality average will be regularly published in the school newsletter for parent reference. Any child with attendance below 90% will require formal support to address concerns and this may involve a referral to the Local Authority Education Welfare Officer (EWO) or an internal attendance meeting process (SAMs- School Attendance Meetings).

Effort

The Grove Primary School believes that the effort and application a child puts into their learning and general attitude is a valuable contributor to their success. Effort should be highly celebrated, recognised and rewarded.

The school will monitor the effort and application of children and, within this, aim to develop and promote the required skills that demonstrate this quality such as resilience, perseverance and reflection.

Effort will be monitored and reported to parents through formal methods such as school reports and Parents' Evenings as well as informally to recognise and encourage effort on a daily basis. The school's embedded reward systems- Silver/ Gold Awards, Class Dojos will also be used to praise children's effort on a daily basis.

Homework

Homework is a very important part of a child's education. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see homework as an important way of establishing a successful learning dialogue between teachers and parents and contributing towards securing good progress and attainment.

Homework plays a positive role in raising a child's level of attainment. In particular, regular practice of basic English and Maths skills through Spelling, Reading and Times Tables (Core Homework) has a real impact on children's development and achievement. Other work will enhance and consolidate learning that has taken place in the classroom. While we set specific (more academic) homework activities we would also encourage our children to take part in a wide range of out-of-school clubs and organisations which contribute greatly to their creativity, growth and development. We are very aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full when they are encouraged to make maximum use of the many experiences and opportunities that are available inside and outside of school.

The quality of pupil homework and its contribution to learning in school will be monitored and reported to parents on formal reports and at Parents' Evenings.