



Treloweth Primary School

Behaviour and Relationships Policy 2025-2026 *Review July 2026*

This policy will be reviewed annually by the Multi-Discipline Team and Headteacher.

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Philosophy

At Treloweth School, we believe that successful learning happens when children feel safe, valued, and happy, and that *strong, positive relationships* between staff and pupils are at the heart of this success.

We are committed to creating a school community where:

- Relationships are built on trust, respect, and kindness.
- There are clear, consistent expectations for behaviour, underpinned by clear boundaries and high aspirations.
- Every child is supported to take responsibility for their actions within a culture of belonging and connection.
- Positive behaviour is celebrated, and challenges are met with curiosity, care, and support — focusing on *behaviour*, not on the child as a person.
- We understand that behaviour is a form of communication, and we are committed to working with children to uncover the underlying needs behind their actions, supporting emotional growth and development.

Above all, we believe that a positive, safe, and respectful environment is not only the foundation of good behaviour — it's the foundation of lifelong learning.

Rationale

Our approach to behaviour and relationships is rooted in our belief that *children flourish when they feel seen, heard, and supported*. Everything we do is guided by three core values: Be Curious, Be Kind, Stay Connected.

- Be Curious — We seek to understand children's behaviour and the reasons behind it.
- Be Kind — We use compassion and empathy to guide children toward making better choices.
- Stay Connected — We focus on relationships and restoring trust when things go wrong.

To help children reflect on their choices, we use a “card” system in partnership with restorative conversations. Cards are never about shame or punishment; they are about *giving children a moment to pause, reflect, and reset* with the help of trusted adults. Our goal is always to help children understand their behaviour and make positive changes moving forward.

We work in partnership with parents and carers to ensure that together, we are supporting children to develop the self-awareness, responsibility, and resilience they need both in school and in life beyond the classroom.

Aims

We aim to create a school ethos that:

- Promotes self-discipline, self-regulation, and strong relationships based on mutual trust and understanding.
- Encourages respect for self and others, celebrating individuality and diversity.
- Ensures that behaviour across the school supports learning and does not disrupt the progress of others.
- Promotes positive behaviour both within school and in the wider community.
- Helps children develop into confident, thoughtful individuals who can articulate their feelings, reflect on their actions, and understand the impact those actions have on others.
- Embeds our school ethos of being curious, being kind, and staying connected in everything we do.

Diamond Rules

We believe that our Diamond Rules are rules for life as well as school.

There are three Diamond Rules that will be same throughout the school:

- Be curious.
- Be kind
- Stay connected

Behaviour for learning

Our school has 4 key learning behaviours that we call the 4Rs. These are:

- Resilience (resilient learners relish a challenge, they know learning is hard sometimes, they are not afraid to make mistakes, they are inspired to give their best and keep at it).
- Respectful (respectful learners show consideration for others, they are courteous and polite, they respond and participate positively).
- Resourceful (resourceful learners are curious and inquisitive, they play with ideas and explore resources, they are adventurous).
- Responsible (they listen to understand, they are ready to learn, they do what is right, they own their actions).

Rewards

This will be done through positive reinforcement and the use of, for example:




- discussions with parents
- House Points
- Diamond Child of the Week- linked to "Curious, kind and connected" and the 4Rs
- Diamond of the Day
- Child sent to a member of SLT for praise.
- Termly Diamond Time Treat.
- Raffle tickets.

This list is by no means exhaustive.

Sanctions

The sanctions are hierarchical and are designed to reinforce the school rules and teach the children how to follow them. All members of teaching staff are able to issue a sanction. These are as follows:

Classroom/Learning Time:




Step	Example of behaviour	Consequence	Behaviour Champion called	SLT Involvement	Parents Informed	Recording
Verbal reminder	<ul style="list-style-type: none"> ❖ Calling out in class. ❖ Not getting on with work promptly. ❖ Not following Diamond Rules. ❖ Refusal to complete task. ❖ Rudeness. 	Next time it will be a yellow card. "You have broken the Diamond Rule..... if this happens again you will get a yellow card"	Not expected	Not expected	Not expected	Informally on desk
Yellow Card 	<ul style="list-style-type: none"> ❖ Repeating the same offence. ❖ Drawing on their work. ❖ Swearing- not malicious. ❖ Rudeness to staff. 	Move seats (in classroom or the next-door classroom- child takes card) "You have continued to break the Diamond Rule...., you now have to spend 10 minutes in another space/ partner class." Child hands card back upon return. "If this happens again you will be given an orange card."	Not expected	Not expected	Not expected but useful if becoming a pattern	Informally on desk X 3 times in a week refer to pastoral- CPoms
Orange Card 	<ul style="list-style-type: none"> ❖ Repeating same offence. ❖ Swearing- minor words in malicious context. ❖ Minor damage to inexpensive property. ❖ Rudeness to staff. 	If occurrence between 7.45am-11am= miss play with BC/ 11-12.15= bubble x 15 minutes. If occurrence after lunch= move to partner class for lesson/ rest of day (child dependant).	Yes Child to take card with reason written on to BC.	Not expected but useful if becoming a pattern	End of the day- verbal by teacher	CPoms by witness
Red Card 	<ul style="list-style-type: none"> ❖ Repeating above. ❖ Violence of any kind with intention to harm. ❖ Damage to property. ❖ Severe targeted swearing. ❖ Bullying behaviour of any kind. 	1st red card- as orange plus phone call home by teacher. 10 minutes Termly DTT loss (for each red card). 2nd red card- miss rest of day breaks and partner class pm plus phone call home by SLT. 3rd red card- internal exclusion- half day 4th red card- internal exclusion-one day 5th red card- Positive Transferred Inclusion.	Yes BC to keep list	Yes- check pastoral before phone call home. "My name is ____ who am I speaking to please? I am phoning to let you know that there has been an incident today with S/he has..... which has broken one/ all of our Diamond rules. At this stage s/he is missing breaks"	1 st red card- phone call 2 nd /3 rd red card – meeting 4 th /5 th red card- meeting with parents and a member of SLT	CPoms by witness and updated by SLT

Acceptable forms of sanction may also include: the setting of a written task, reinforcing behaviour expectations- an apology letter- loss of privileges, school-based community service (such as tidying the classroom) or regular reporting to a member of SLT.

Individual bespoke behaviour plans are put in place and additional support provided to allow all children to adhere to the above.

When a child receives a card and/or time in the "bubble" restorative work is undertaken with the child to help them understand, make amends and move on positively.

Playtimes and Lunchtimes:

Playground Behaviour				
Step	Example of behaviour	Consequence	Recording	EYFS and Key Stage 1 children to remain in playground bubble unless a red card is issued; at that point they will be sent to the SLT bubble.
Verbal reminder	<ul style="list-style-type: none"> ❖ Not following instructions. ❖ Not following Diamond Rules. 	Next time it will be a yellow card	None	
Yellow Card 	<ul style="list-style-type: none"> ❖ Repeating the same offence. ❖ Unkind behaviour. ❖ Swearing- not malicious. 	Go to "bubble" and miss 5 minutes	In lunchtime folder	
Orange Card 	<ul style="list-style-type: none"> ❖ Repeating same offence. ❖ Swearing- minor words in malicious context. ❖ Minor damage to inexpensive property. ❖ Rough play- unintentional injury to another. 	Go to "bubble" and miss 10 minutes	In lunchtime folder. Recorded on CPoms by the staff member who witnessed the behaviour	
Red Card 	<ul style="list-style-type: none"> ❖ Repeating same offence. ❖ Violence of any kind. ❖ Damage to property. ❖ Severe targeted. Swearing. ❖ Bullying behaviour of any kind. 	Go to "bubble" and miss 15 minutes	In lunchtime folder. Recorded on CPoms by the staff member who witnessed the behaviour	
<p>At breaktimes, the bubble is on the playground.</p> <p>At lunchtimes, the bubble is in the middle classroom with a member of SLT.</p>				

The Bubble is supported by a member of the Senior Leadership Team who will work with the child to help them reflect on their behaviour, repair relationships where needed, and plan for a successful return to learning. If a child is sent to the bubble three or more times in a week, this will be discussed with the Behaviour Champion and class teacher who will decide on a sanction/support.

Extreme behaviour

The following incidents are considered severe and will fast track through the normal sanctions:

- Bullying.
- Physical abuse of a member of staff.
- Physical abuse of a child.
- Racial abuse.
- Possession of harmful drugs.
- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.

- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

Parents

We will encourage parents to support good behaviour through the signing of the Home-School Agreement, parents' meetings and newsletters. Parents will be required to attend a meeting if their child has recurrent red cards or if a child's behaviour is dangerous to themselves or others.

Positive Handling and Use of Safe Touch – the best interest principle

Safe Touch and Physical Intervention (Use of reasonable force)

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

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

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

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved.

Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practice and records updated if further information is provided. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

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

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

Pastoral Support

If required, a child can be supported by specially trained (TIS) staff to develop and support specific areas/needs. This might be carried out on a 1:1 or small groups.

Use of internal 'reset' and 'positive transferred inclusion'.

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

Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships.

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents- this is a 'positive transferred inclusion'. Children are always supported by a member of staff from Treloweth.

Managed move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty MAT and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Treloweth.

Suspensions and Exclusions

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

In extreme cases, Treloweth School may use suspensions or permanent exclusion. Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion :

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

Suspensions:

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

The school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships be informed have the appropriate information shared with them.

Permanent Exclusion:

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

Prior to Exclusion:

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs,
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child),
- consider whether all alternative solutions have been explored.

Children with additional needs:

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

Notifying Parents and other Parties of a Suspension or Exclusion:

Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

Exclusion Panels

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

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

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay. Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

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

Off Rolling

The definition of 'Off-rolling' is the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.

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

We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Key Principles

- the DFE statutory guidance will be followed
- due regard will be given to the SEN Code of Practice and Equalities Act
- the Headteacher or member of SLT will notify the parent immediately to share arrangements
- the Headteacher will also inform the CEO on the same day of her decision to suspend or exclude
- a report to the governing body will be made for any suspension or permanent exclusion
- where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education

Children with individual needs

Children with significant individual needs will have a behaviour plan and risk assessment that reflects their needs and supports their management and care, but also aligned to the school rules and the needs of others in our community. Strategies to cope with aggressive behaviour will include 'Team Teach Positive Handling Techniques' to be used by qualified members of staff (this aligns with our 'Use

of reasonable force' statement above). As a school, we recognise the effect that poor mental health can have on the happiness, self-esteem and overall life of a young person. There are several members of staff who are trained in the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified. There may be times when the school will seek external support.

Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour. Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

Responding to the behaviour of children with additional needs and/or disability (SEND)

We fairly and consistently promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn well. The school will consider whether children with social, emotional and mental health needs or those with additional special educational needs and/or disabilities require any reasonable adjustments to sanctions and will always seek to understand the underlying reasons for the behaviour.

Online Safety

Any e-safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see section on 'Cyber-Bullying' in 'Anti-Bullying Policy').

Child-on-child sexual violence and sexual harassment

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

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

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

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

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

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

All staff and volunteers are provided with training as part of their induction to the school and the behaviour policy and associated policies alongside the staff code of conduct and safeguarding policies are revisited annually or whenever necessary.

Monitoring/data collection

Our school uses CPoms to record, monitor and analyse trends in behaviour and respond proactively to any concerning trends. The school reports the effectiveness of this policy to the LGC. Behaviour, suspensions and exclusions, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of the significant cases reported to the School Improvement committee of Trustees.

Mobile Phones

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

Banned Items and Searches

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

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

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behavior and safeguarding policies. In some cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police. The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.