



# Behaviour and Relationships Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

## ***Our Vision:***

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum. We take notice of each other** and **strive to be healthy and happy in body and mind.** We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together.**

***At Greasley Beauvale Primary and Nursery School, you are "Learning for Life" to "Paint Your Own Rainbow"***

This policy was written in Autumn 2025 by the Senior Leadership Team (following CPD aligned with Trauma Informed School practices and research). The policy had full consultation from stakeholders throughout Autumn 2025.

The Full Governing Body approved the final version in Autumn 2025.

Nominated SLT member responsible for policy: Mrs Bates (in collaboration with SLT)

Next Review Date: Autumn 2027

Policy amendment (behaviour letters): March 2026

## **1. Introduction and Principles**

At Greasley Beauvale Primary and Nursery School, we believe that every behaviour tells us something important. When a child shows behaviours that are challenging, we do not always see it as a deliberate choice, but as a way of communicating a need.

We always separate the child from their behaviour. This means that when the behaviours are being discussed, we speak to child (or about the child with a parent or carer) with kindness and respect. We also ensure that we use language that supports their self-esteem and helps them feel safe, supported and understood.

Most children respond well to our whole-school approach to behaviour, but we know that some may need extra help. A small number of children might need more personalised support to help them thrive, succeed and improve their behaviours.

Our behaviour and relationships policy explains the different levels of support we offer, depending on each child's individual needs. It also demonstrates how we manage the behaviours.

Above all, we value every child as a unique individual, which supports our Rainbow Value of **'Inclusive yet Individual'**. Our main goal is to help them reach their full potential in a safe, caring, and nurturing environment where they feel supported to **learn, grow and succeed**.

### **Our Beliefs are that:**

- Building relationships, empathy and a feeling of safety take precedence over other means of managing behaviours.
- Managing behaviours effectively represents an opportunity to teach, model and nurture.
- When children demonstrate challenging behaviours, we seek to understand and to co-regulate.
- It is the behaviour that is not acceptable; the child is always accepted.
- Routines and boundaries help people to feel safe, but some children need adaptations within an overall structure.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

***Through strong relationships, we create a happy and inclusive school where children feel safe, heard and understood.***

Our Rainbow Values support us to build and foster positive and effective working relationships across the school. These values are embedded in our school life and go hand in hand with our school rules of being, **"Ready, Respectful, Safe and Kind."** These further enable us to promote a positive and safe environment for all.

### **Are Rainbow Values are:**

**Respect and acceptance – “Being ready, respectful, safe and kind in everything we do”**

**Active body and active mind – “Take ownership over your physical and mental wellbeing”**

**Inclusive yet individual – “Embrace diversity and be proud of who you are”**

**Nurture, develop and grow – “Persevere and take risks with your talents and potential”**

**Believe in yourself – “Be confident in your choices”**

**Overcome your obstacles – “Be brave, show resilience and challenge yourself”**

**Wonder and curiosity – “Ask questions and seek answers”**

## **2. Aims**

**This policy aims to:**

- Provide a consistent approach to behaviour management
- Provide a consistent approach to developing relationships
- Outline how children are expected to behave
- Summarise the roles and responsibilities of all stakeholders in the school with regards to behaviour management
- Outline our systems to supporting and managing behaviour

## **3. Roles and Responsibilities for supporting behaviour**

**It is the responsibility of school staff to:**

- Ensure that the policy is implemented consistently in the classroom and around school
- Act as a role model for children; always modelling positive behaviour in and around school
- Have high expectations of themselves and all children
- Create a safe, nurturing environment built on mutual respect and strong relationships
- Treat all children in an equitable and fair manner, ensuring they have regular opportunities to develop an understanding of their rights and responsibilities
- Explicitly teach the expected behaviours
- Explicitly teach the children about the inappropriate and unacceptable behaviours that have been used and/or witnessed
- Provide a personalised approach to the specific behavioural needs of identified children

- Recognise that some children may need a more sensitive and individualised approach and make reasonable adjustments
- Record behaviour incidents using CPOMS
- Actively develop and build strong relationships with all children
- Report any concerns to parents and carers regarding the behaviours or welfare of a child

**It is the responsibility of the Head Teacher:**

- Ensure that the school behaviour and relationships policy is implemented effectively and consistently across all areas of school life.
- Ensure that the school rules and values are effectively managed consistently by all members of staff.
- Ensure that the school culture encourages and promotes positive behaviour
- Ensure that staff deal effectively with unacceptable or inappropriate behaviour
- Support staff in the implementation of the policy
- Monitor the effectiveness of the policy and provide feedback to staff
- Monitor behaviour trends through CPOMS
- Report any fixed term or permanent suspensions to the Local Authority
- Report to governors annually on the effectiveness of the policy and any amendments required
- Report to the governors termly on behaviour within the school, any trends and actions required
- Ensure the health, safety and welfare of all children in the school
- Liaise with parents and carers accordingly regarding the behaviours where an escalated level has been met (this may vary from child to child)

**It is the responsibility of parents/carers to:**

- Ensure that their child behaves in line with the school's ethos, Rainbow Values and school rules
- Work collaboratively with staff to ensure that children receive consistent messages about how to behave at home and in school
- Support the actions of the school when logical consequences have been used to manage behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, in the first instance

**It is the responsibility of the governors to:**

- Review and approve the school's approach and policy to managing behaviours and relationships
- Support the Head Teacher in its implementation
- Liaise with the Head Teacher, where required, about behaviour concerns
- Be mindful of staff wellbeing when staff are dealing with unacceptable and challenging behaviours

**4. Our Systems**

We understand that a quiet word of personal praise can be just as effective as a larger, more public reward. However, it is also vital that we recognise when things are going well.

It is the aim of the school to promote a positive ethos in which all children feel safe and valued. All staff will praise children who are found to be doing what is expected, either verbally or using rewards and recognition.

### **Rewards and Recognition**

Here are some ways, but not limited to, which we show children recognition for their work towards the positive ethos, Rainbow Values and following the school rules of being **"Ready, Respectful, Safe and Kind"**. We recognise and reward learners who, both meet or go 'over and above' our standards. Rewards are very important and a powerful tool for encouraging appropriate behaviour.

- **Verbal recognition and praise** – An encouraging remark when positive behaviour is spotted takes no time and effort, but it can still mean a lot to the pupil. "Shout Outs" are used during lessons to celebrate children's achievements and their hard work. The value of verbal praise should not be underestimated and should be used appropriately and often.
- **Communication to parents and carers from the teacher** – We keep close contact with parents and carers. An encouraging note in the home school diary, or word to parents and carers at school drop off and pick up time, is appreciated by pupil and parent alike. Weduc messages are also a powerful means of communication and allow parents and carers to celebrate their child's achievements with them.
- **Class dojo** - In every class, teachers use dojo points to acknowledge the efforts of any individual to go 'that extra mile' to show qualities of our Rainbow Values and our school rules. Certificates are awarded when children reach 50, 100 and 150 dojo points.
- **Always Child** - Each half term, every class teacher and the Head Teacher will select one pupil who is always showing exemplary behaviour and attitudes towards the rules and Rainbow Values. These children will have an afternoon with the Head Teacher at the end of the half term, where congratulations will be celebrated and treats will be had.
- **Top Table** - Every week, the team of OPAL Playleaders will choose a child from each class who has demonstrated exemplary lunchtime behaviour that week. These children will sit at a top table in the lunch hall, and they can choose a friend to be with them.
- **Positive Praise Phone call** - Children demonstrating exceptional behaviour may receive a positive praise phone call home. These may happen from the teacher or Head Teacher. These will outline the reasons they have been highlighted as a good example to others.
- **Head Teacher's Award** – Children can be sent to the Head Teacher for a Head Teacher's Award (certificate, sticker and positive praise discussion) for exemplary behaviour, attitude, conduct or work.

- **Rainbow Rewards Assembly** – Each week, children are selected for the Rainbow Rewards assembly where they have demonstrated success, or improvements, against any of the Rainbow Values. Parents and carers are invited to these assemblies and welcomed to sit on the school balcony to watch the assembly. The pupil is then presented with one of the Rainbow Values certificates, as part of the award by their teacher, and acknowledged with a handshake by the Head Teacher.
- **Attendance Awards** – Children receive termly attendance award certificates for varying degrees of attendance percentages (see attendance policy).

### **Unacceptable or inappropriate behaviours at Greasley Beauvale Primary and Nursery School (but not limited to):**

#### **Disruptive Behaviours**

- Talking over the teacher or others
- Shouting out
- Making unnecessary noises to distract others or interrupt learning
- Refusing to follow instructions
- Leaving seat without permission or agreement
- Running indoors or in corridors
- Using fidgets and sensory equipment inappropriately

#### **Disrespectful Behaviours and Dishonesty**

- Answering back or arguing with staff
- Ignoring adults or peers
- Refusing to follow all reasonable requests
- Refusing to follow planned provision to support need
- Using rude or inappropriate language
- Mimicking or mocking others
- Making disrespectful gestures that are aimed at another person
- Swearing or derogatory remarks
- Leaving a lesson, room or activity without permission or agreement
- Lying to staff about an incident (often wasting time or placing the blame on others)
- Stealing or hiding items
- Misusing school equipment
- Damaging school property or others' belongings (vandalism)

#### **Aggressive or Unsafe Behaviours**

- Hitting, kicking, biting, or pushing
- Throwing objects
- Spitting
- Threatening others
- Rough play that could cause harm
- Using objects to hurt others

#### **Bullying and Harassment (over a period of time)**

- Name-calling or teasing

- Excluding others from games or groups intentionally
- Spreading rumours
- Cyberbullying
- Making discriminatory comments that go against the protected characteristics (e.g., racist, sexist, homophobic)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the anti-bullying policy.

### **Rule-Breaking**

- Not following the balcony code of conduct
- Not following the school rules of being '**Ready, Respectful, Safe and Kind**'
- Not following the Rainbow Values

### **Inappropriate Use of Technology**

- Using devices without permission
- Accessing inappropriate content online
- Attempting to access the school system or other people's accounts
- Taking photos or videos of others without consent
- Playing games or messaging during lessons

### **Attendance and Punctuality Issues**

- Arriving late without valid reason (e.g. staying on the park before school)
- Skipping lessons or activities
- Truancy

### **Poor Hygiene and Health Practices**

- Refusing to wash hands or maintain cleanliness when directed to do so (e.g. after OPAL playtime)
- Spreading germs intentionally (e.g. spitting at someone, wiping food or mucus on other people)
- Not using toilets appropriately

## **5. Stages of Behaviour**

### **Stage 1 - Redirection**

A visual cue to the child that you want them to redirect and make a good choice. This could include (but not limited to):

- A 'look'
- A visual point to what you expect
- Positive reinforcement of other children around them, for example "X, thank you for listening and paying attention."

### **Stage 2 - Reminder**

A reminder of the expectations (delivered privately if possible). The adult makes the child aware of their behaviour. The child has a choice to do the right thing – several reminders may be given.

### **Stage 3 – Warning**

If the behaviour persists:

- A clear caution is delivered to the child verbally by the adult involved (privately where possible)
- Children are made aware of their behaviour and why the behaviour is not meeting our school expectations, ethos, Rainbow Values and/or rules
- Boundaries are discussed
- Children are asked to reflect on the behaviour and informed of their previous reminders and/or warnings
- The possibility of a logical consequence will be discussed.

Where multiple warnings have been used, parents and carers are informed of the behaviours being seen.

#### **Stage 4 – Consequence**

Where the behaviour has continued, a logical consequence will be issued along with:

- The child is asked to speak to the teacher away from the others, where possible.
- A reflection of the school rules and Rainbow Values will be discussed
- Parents and carers informed

#### **Possible logical consequences (but not limited to):**

- Time out within the class
- Time out in a different class
- Minutes taken from playtime to reflect, or catch up on lost learning time
- Banned from an OPAL zone for a set amount of time due to unsafe or inappropriate behaviours
- Unable to take part in an activity where the behaviour is/was initiated
- Unable to go to the MUGA for a set amount of time if the behaviours are unsafe and/or inappropriate beyond the school gate
- Unable to attend a trip or residential if presentable behaviours are indicating that such activities could be a risk or go against health and safety to self and/or others
- Sent to member of the Senior Management Team (SMT) or Head Teacher
- Internal Isolation
- Fixed Term Suspension

The frequency of inappropriate or unacceptable behaviours and incidents plays a significant role in determining the type or severity of logical consequences. While isolated or minor behaviours may be addressed with gentle reminders or restorative conversations, repeated occurrences indicate a pattern that disrupts learning and undermines the school's ethos, vision and values.

At Greasley Beauvale Primary and Nursery School, we believe that effective communication and partnership with parents and carers are essential in supporting positive behaviour and addressing any concerns promptly. To ensure clarity and consistency, we have implemented a graduated response system involving a series of

letters that keep parents informed and engaged at each stage of behaviour support. These letters, ranging from an initial concern to requests for meetings and reviews, are designed to share observations, invite collaboration, and outline next steps in a timely and transparent manner. This approach reflects our commitment to working together with families to understand the underlying causes of behaviour, reinforce our Rainbow Values, and provide tailored support to help every pupil learn, grow, and succeed in a safe and respectful environment (See Appendix 1).

As such behaviours persist, consequences may escalate to reflect the seriousness of the impact. When the threshold is met, a teacher or senior leader may also ask to meet with a parent to discuss a graduated response to managing the challenging behaviours and/or a risk provision plan if behaviours become challenging and/or unsafe (see Appendix 2).

Our graduated approach ensures fairness, whilst reinforcing the importance of accountability, helping children understand that consistent behaviours have cumulative effects.

### **Stage 5 – Repair**

Once the child is regulated, and the adults feel that they are ready, the child will take part in a restorative conversation around the behaviours and choices made. They will be asked to reflect upon their behaviour and supported in considering alternative ways the situation could have been dealt with. This will either be verbal or by using visual comic strips, restorative conversations and/or the E+R=O tool to support the conversation.

The expression E+R=O stands for **Event plus Response equals Outcome**, a formula for personal success that emphasises that your response to a situation is what ultimately determines the outcome. It's a mindset that encourages taking ownership of your reactions, rather than letting events control you.

- **E (Event):** An occurrence that happens to you, which is often outside of your control.
- **R (Response):** How you choose to react to that event, which can include your attitude, thoughts, and actions.
- **O (Outcome):** The result, which can be positive or negative, and is a direct result of your response to the event.

In addition, the approach of 'How big was the problem?' may be used. This helps the child to establish, on a 5-point scale, the severity of the situation that they found themselves in and if their reaction or behaviour was proportionate.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT) or the Head Teacher (<https://www.greasleybeauvale.co.uk/whos-who/>). If these discussions cannot resolve the problem, a formal complaint process can be initiated.

## **6. The Use of Reasonable Physical Intervention.**

The use of reasonable force should be a last resort and should not be used as a form of punishment.

All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified, and has a duty of care, in taking any necessary action (consistent with the principal of using minimum and reasonable force).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Childs. Staff only intervene physically to restrain children to prevent injury or harm to themselves or others. The actions that we take are in line with government guidelines. When reasonable force has been used these incidents are recorded and parents and carers are informed. [Use of reasonable force in schools - GOV.UK](#) is used as guidance.

Training and support is provided by the Local Authority and all members of the Senior Leadership Team can be responsible for supporting staff and children with any Restrictive Physical Intervention (RPI).

As a school we follow the PACE model.

## **7. Malicious Allegations**

Where a child makes an accusation or allegation against a member of staff and this is proven to have been malicious, the Head Teacher may issue a consequence to the child in accordance with this policy.

Please refer to our Safeguarding Policy and Keeping Children Safe in Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) when dealing with allegations of abuse against staff.

## **8. Fixed-term and Permanent Suspensions**

Only the Head Teacher (or the Deputy/Assistant Head Teacher) has the power to suspend a child from school for a fixed period of suspension.

The school's policy on 'suspensions and Permanent Exclusions' can be found on the website using the following link: <https://www.greasleybeauvale.co.uk/key-policies/>

This also follows the formal procedures set out by the DfE: [School suspensions and permanent exclusions - GOV.UK](#)

## **9. Monitoring**

The Head Teacher and Senior Leadership Team (SLT) will monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The SLT monitors the behaviour incidents to identify issues or trends. These will include children whose names appear frequently. The Head Teacher keeps a record of any child who is suspended for a fixed- term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions, and to ensure that the school policy is administered fairly and consistently.

## **10. Links with other policies**

- Anti-bullying Policy
- Attendance Policy
- Child on Child Abuse Policy
- Child Protection Policy
- Complaints and Vexatious Complaints Policy
- Equality Information and Objectives Policy (including objectives)
- Home-School Communication Policy
- Knives and Offensive Weapons Policy
- Online Safety Policy
- Parent and Carer Code of Conduct
- Pupils' Personal Electronic Device Policy
- Separated Parents' Policy
- Suspension and Permanent Exclusion Policy

All school policies can be found on the website, using the following link:

<https://www.greasleybeauvale.co.uk/key-policies/>

## **11. Review**

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Appendix 1**



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### **Letter A: Initial Behaviour Concern from Teacher – Request for Support**

Dear [Parent/Carer's Name],

I hope this message finds you well. I am writing to share some observations about [Pupil's Name], who has had three behaviour incidents in the last half term. We recognise that behaviour is a form of communication, and we want to work together to understand these behaviours so that [Pupil's Name] can continue to 'Learn, Grow and Succeed' in a positive and supportive environment.

In class, and during breaks, we are supporting [Pupil's Name] to manage their behaviour and consistently reinforce our Rainbow Values and school rules of being 'Ready, Respectful, Safe and Kind'. Your support at home in reinforcing these expectations would be greatly appreciated.

Please feel free to contact me if you would like to discuss how we can work together to support [Pupil's Name]'s progress.

Thank you for your partnership.

Kind regards,

[Teacher's Name]  
[Class/Year Group]

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### **Letter B: Follow-up Concern from Teacher – Request for Meeting**

Dear [Parent/Carer's Name],

I hope you are well. I am writing to update you about [Pupil's Name]'s behaviour. Since my last letter, there have been a further three behaviour incidents within a six-week period. We want to work closely with you to understand any underlying factors and to support [Pupil's Name] in continuing to develop positive behaviour.

I would like to invite you to a meeting to discuss the situation and collaborate on the effective next steps. Please contact me at your earliest convenience to arrange a suitable time.

Together, we can help [Pupil's Name] thrive and succeed socially, emotionally, and academically.

Thank you for your continued support.

Best wishes,

[Teacher's Name]  
[Class/Year Group]

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### **Letter C: Senior Leadership Invitation to Meeting – Graduated Response to Challenging Behaviour**

Dear [Parent/Carer's Name],

Following ongoing concerns regarding [Pupil's Name]'s behaviour, including one further incident in the past six weeks despite previous support, I am writing to invite you to a meeting with myself and [Teacher's Name].

During this meeting, we will complete the 'Graduated Response to Challenging Behaviour' form to explore the current situation in detail and collaboratively plan the most effective next steps to support [Pupil's Name].

Please reply to this letter to arrange a convenient time for this important meeting.

We are committed to working together to support [Pupil's Name]'s development and wellbeing.

Kind regards,

[Senior Leader's Name]  
[Role, e.g., Deputy Headteacher]

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### **Letter D: Head Teacher Request for Meeting – Graduated Response to Challenging Behaviour Review**

Dear [Parent/Carer's Name],

I hope you are well. I am writing to inform you that there has been one further behaviour incident involving [Pupil's Name] in the last six weeks. As a result, it is important that we review the 'Graduated Response to Challenging Behaviour' plan previously agreed upon.

We have been working with [Pupil's Name] to support positive behaviour and to reinforce our Rainbow Values and school rules of being 'Ready, Respectful, Safe and Kind'. We understand that behaviour is a form of communication. However, we have sought to understand and respond appropriately, and further improvements are required. At this stage, we want to ensure that [Pupil's Name] continues to have the best opportunities to 'Learn, Grow and Succeed'.

I would like to invite you to a meeting with myself and [Teacher's Name] to discuss the situation and agree on further next steps to best support [Pupil's Name]. Please reply to this letter to arrange a convenient time.

Thank you for your ongoing partnership in supporting [Pupil's Name].

Yours sincerely,

[Head Teacher's Name]  
Head Teacher

## **Appendix 2**



Greasley Beauvale Primary and Nursery School



### **Graduated Response to Managing Challenging Behaviours**

#### **Meeting Held on**

#### **PRESENT**

X

<b>Item</b>	
1	<b>Rationale for the meeting</b> -
2	<b>Behaviours seen in school so far (Staff Voice or School CPOMS Record):</b> -
3	<b>What needs to change (Targets):</b> -
4	<b>Behaviours seen in the home so far (Parent Voice):</b> -
5	<b>Pupil Voice:</b> -
6	<b>Support from school/staff offered so far (Provision already in place):</b> -
7	<b>Agreed next steps/actions (for school and parents) to prevent challenging behaviours escalating and/or exclusions:</b> -
8	<b>Other items discussed:</b> -

Meeting Invite:

Meeting start:

Meeting closed: