

'To be the best we can'

Behaviour and Relationships Policy

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Last reviewed:	**September 2026**
Next review date:	**September 2027**

Introduction

At Troon CP Primary School, good behaviour is our shared expectation, not an exception. While we recognise and celebrate moments of particular effort or kindness, we do not routinely reward children for meeting the standards we expect from all members of our school community.

Our school is a place where all feel valued, safe and supported. We have high expectations-of learning, conduct and care. While we're proud of our academic success, we equally prioritise emotional well-being and positive relationships.

School culture and ethos

The most important aspect of children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child knowing that you:

- Have them in your mind,
- Care about them as a person,
- Care about what they are doing.

We recognise that:

- All children have the right to feel safe, feel happy and to learn;
- Incidents of poor behaviour will always happen- children can learn from these;
- Behaviour is a form of communication.

Policy Aims:

- To develop positive, trusting relationships with children
- To create calm classrooms/environments conducive to learning
- To maintain clear, consistent boundaries and expectations around children's behaviour
- To manage incidents of poor behaviour consistently and clearly
- To ensure children learn from their mistakes
- To communicate with parents transparently and engage them in any further work that aims to help their child successfully manage their behaviour in school

How we manage children's behaviour day to day

The School has a set of 3 rules or expectations of behaviour; which apply to every situation:

1. **At Troon CP School , we are ready**

2. **At Troon CP School we are respectful**

3. **At Troon CP School we are safe**

What does good behaviour for learning look like at Troon CP School?

When we are teaching:

At Troon CP School , we expect children to behave in a way that supports their and others' abilities to listen, contribute and learn. We help children do this by setting our 'STAR' expectations in class.

Why is STAR important at Troon CP School ?

At Troon CP School , we use **STAR** to help everyone be ready to learn and show respect for others in the classroom. STAR reminds us of the simple things we can do to create a calm, focused and respectful environment where everyone can do their best.

- **S – Sit Up**
  Sit up tall and show you're ready to learn. It helps you stay focused and shows respect for your learning.
- **T – Track the Speaker**
  Keep your eyes on the person talking. It helps you listen carefully and stay connected.
- **A – Attention**
  Listen carefully, join in when asked, and stay focused. Paying attention helps everyone learn.
- **R – Respect**
  Speak kindly, listen well, and treat others how you'd like to be treated. Respect is how we make our school a happy place to be.

When we are lining up:

Lining up is part of showing respect for others. We keep it calm and orderly so everyone feels ready to move on together. At Troon CP School, we:

- Line up in register order so it's quick and easy for everyone.
- Line up in silence so we can all hear instructions and stay focused.
- Track the speaker to show we're listening and ready.

When children are talking with adults:

We want conversations between children and adults to be kind and respectful. At Troon CP School , we:

- Put our hands up when we want to speak.
- Wait our turn without calling out.
- Listen carefully and wait for the adult to finish speaking before we reply.

These habits help everyone feel heard.

When we are playing at break/lunchtime:

Playtime is fun, but it still needs to be safe and respectful. At Troon CP School :

- We follow the rule: 'Out of sight is out of bounds'.
- When the whistle blows, we stop, stand still, then walk calmly to our line.
- We line up in register order just like in class.
- Children are grouped for the field or playground randomly each day, so everyone needs to have wellies in school.
- The same behaviour steps apply during playtimes.

If behaviour needs support:

- Time out on the playground near an adult. (Step 3 p6)
- Staff ask for support if needed and the child is calmly escorted off the playground. (Step 4 p6)

When we are visiting places outside of school:

Even when we're off-site, we represent the school. We show the same great behaviour wherever we go. At Troon CP School , we:

- Follow instructions quickly and politely.
- Follow the same rules and expectations as we do in school.
- Show our best manners and make our school proud.

What do we expect from families to help their children?

At Troon CP School, we believe that a strong partnership between school and home is essential for children to thrive. When families and staff work together with mutual respect and shared expectations, children feel safe, valued and supported in all areas of their development.

We ask families to:

- Be familiar with and reinforce our school behaviour expectations, helping children to understand that school rules are in place to keep everyone safe and happy.
- Support the decisions made by school staff, even when children make mistakes. Children feel most secure when the adults around them present a united front. If you have a concern, we ask that you speak to us directly so we can resolve it together.
- Avoid undermining staff in front of children. Even subtle comments or body language can damage trust and make it harder for your child to succeed.
- Speak positively about the school and its staff when children are listening. This builds a culture of respect and pride in our shared community.
- Help children to stay safe online by monitoring their internet use, ensuring they do not use social media or messaging platforms inappropriately, and avoiding the use of mobile phones, smart watches or tracking devices in school.
- Raise any concerns about your child — or another child — directly with the school. Online speculation or sharing of information on social can be harmful and is unlikely to result in a helpful resolution.

What do we expect from our staff to promote these positive behaviours?

At Troon CP School, we believe that the behaviour of staff sets the tone for the entire school. We expect all adults to model the calm, respectful and consistent behaviours we want our children to learn. This includes speaking with kindness and clarity, maintaining routines, and responding to behaviour incidents proportionately and professionally.

We understand that working with children- especially those with additional needs-requires flexibility, empathy, and judgement. We trust our staff to act with integrity, to reflect on their practice, and to support each other in creating a calm and purposeful atmosphere that allows all children to thrive.

Staff are supported through training, shared expectations, and a culture of continuous professional learning. Where mistakes are made, as they sometimes will be, we focus on repair, reflection and growth- just as we do with our pupils.

How we celebrate exceptional effort and conduct

Immediate rewards	● Verbal praise highlighting model behaviour ● Sharing work examples with the class ● Gold star stamps in work ● Teachers stickers
Special rewards are shared with parents and the school	● Parents evenings ● Headteacher's recognition in assembly ● Positive postcards home ● Communication with parents and carers on drop-off and collection ● Representation awards in assembly: eg Super Six Awards and celebration assembly for children's individual/group endeavours both in and outside of the school environment ● Individual recognition messages home on Class Dojo.
Academic awards in class	● Non-school uniform target voucher for Accelerated Reader ● Teacher star stamp for special effort with academic work ● Karate Reading bands and badges ● TT rockstars reward shop

Developing intrinsic motivation.

In line with our belief that good behaviour is expected, not exceptional. As a school, we are committed to helping children understand the value of positive behaviour and strong relationships for their own sake. We want children to feel pride in doing the right thing even when no one is watching.

How do we respond when behaviour does not meet expectations?

If behaviour does not improve after **redirection** or **positive encouragement**, we follow these graduated steps to respond consistently and fairly. Children always have the opportunity to reset where appropriate

Step	Examples of behaviour	Possible consequences	Head involvement	Parents Informed	Recording	Can it be reversed?
Step 1	Calling out in class Not getting on with work promptly Getting out of your seat without asking	Reminder of behaviour expectation e.g. STAR	Not expected	Not expected	None	Yes – through reflection and positive choices
Step 2	Not responding to the reminders they have had e.g. continuing to call out or not starting their work. Answering back/ being rude to an adult Drawing on their book	Verbal Warning "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."	Not expected	Not expected	None	Yes – through reflection and positive choices
Step 3	Repeated the same offence Mild inappropriate language (not targeted or abusive) Accidental harm during unsafe play Aggressive behaviour without a clear target	Miss minutes of play or entire play (this can be used to catch up on missed work or to meet with an adult). Move seats within the classroom to help the child re-focus. Time out in PG with an adult	Not expected	Not expected but at discretion of the class teacher	Record on Bromcom	Yes – through reflection and positive choices
Step 4	Violence directed towards other children or staff Wilful damage to property Severe, targeted swearing Bullying behaviour of any kind Racist, homophobic or gender-based insults Absconding or refusing to return	Time out in another classroom (Internal exclusion). Missed work may need to be caught up at break time or at home. Removed from PG	Yes – at the discretion of the teacher or if behaviour is escalating	Phone call home	Record on Bromcom Violent or racist incidents reported to Cornwall Council	No
Step 5	Repeated severely disruptive behaviour Repeated damage to property	Further internal inclusion often more than 1 day Positive Behaviour Plan	Always	Phone call home or meeting	Record on Bromcom Reporting to Cornwall Council	No

	Severe violence towards child or staff Attempting to leave the premises	Suspension Permanent exclusion				

How we aim to resolve an incident of poor behaviour

When poor behaviour leads to a falling out, hurt, or disruption, we take a restorative approach. We aim to help children reflect, take responsibility, and rebuild trust.

We support children to:

- Understand what happened and how they were feeling at the time.
- Recognise how others were affected.
- Take responsibility for their actions.
- Repair relationships and restore a sense of safety and fairness.

We use a simple restorative structure to guide these conversations:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and in what way?
4. What do you need now?
5. What needs to happen next?

These conversations may be led by the class team or a senior leader, depending on the nature of the incident.

If the behaviour meets the threshold for **Step 4 or Step 5**, the incident is recorded on our behaviour management system (Bromcom), and parents are informed — usually at the end of the day, unless there is an immediate safeguarding concern. Where possible, phonecalls will be made or parents invited in privately rather than end of the day conversations.

How do we manage repeated disruptive behaviours in school?

Most children respond well to reminders and our step system. However, some may continue to struggle with behaviour over time. When this happens, we take a structured and supportive approach to understand the causes and help the child improve.

We may:

- Monitor patterns in behaviour and consider possible triggers.
- Meet with parents/carers to discuss concerns and next steps.
- Use a **positive behaviour plan** to track behaviour throughout the day (see previous section).
- Put additional support strategies in place to help the child meet expectations.

If a child does not follow instructions safely and consistently, they may not be able to take part in some activities such as trips, clubs, or special events. This decision will always be explained clearly to both the child and their family. The school's decision in this situation is final.

Examples of repeated disruptive behaviour include:

- Preventing lessons from progressing.
- Refusing or struggling to follow instructions, creates a risk to themselves or others.
- Repeated aggression towards other pupils or staff.

Possible consequences include:

- Time-limited internal or fixed-term suspension.
- Use of a positive behaviour plan with clear behaviour goals.
- Temporary restrictions on trips, residential trips, clubs, or extracurricular opportunities if behaviour presents a risk.

Supportive actions we may take:

- Identifying possible triggers and reviewing provisions.
- Developing a clear behaviour plan with personalised strategies.
- Using visuals, prompts, routines, or adult support to help the child meet expectations.
- Completing a risk assessment for participation in wider school opportunities.

Our goal is always to help children understand expectations, make better choices, and feel successful at school.

Incidents of bullying

The school recognises bullying as: **deliberately hurtful behaviour**, which is **unprovoked**, and **repeated** over time, where it is difficult for those being bullied to defend themselves. Bullying results in **pain and distress to the victim**. The school has a specific Anti-Bullying Policy to help us manage incidents effectively. A copy of that policy can be found on the school website.

Internal Exclusion

Internal exclusion is used when behaviour reaches **Step 4 or 5** on our behaviour system. It provides a structured and supervised time away from class to help a child reflect and reset while protecting the learning and wellbeing of others.

We may use internal exclusion when:

- A child's behaviour is seriously disruptive or unsafe.
- A significant incident has occurred and requires further investigation.
- Another child has been harmed and needs time and space to feel safe.
- The child needs a cooling-off period away from their peers.

What happens:

- The child works in a quiet, supervised space away from their class.
- They may complete missed work, write reflections, or take part in restorative conversations.
- The focus is on re-engaging with expectations and preparing to return positively to class.

Internal exclusion is a serious consequence, and parents are always informed. It is recorded and monitored, and used alongside support strategies to help the child succeed moving forward.

What does being on a positive behaviour plan mean?

When a child regularly reaches **Step 3 or higher**, and behaviour is not improving, we may use a **positive behaviour plan**. This helps track behaviour more closely across the school day and supports the child to meet expectations consistently.

A positive behaviour plan:

- Breaks the day into its **constituent parts**, with behaviour expectations made really clear.
- Helps the child stay on track, with focused feedback and encouragement.
- Gives parents a daily snapshot of how things are going.

Plans are regularly reviewed by the **Headteacher**, teacher and parent/carers. While on a positive behaviour plan, a child **may not be able to take part in extracurricular activities, clubs or trips**, especially where safety or readiness is a concern.

We use positive behaviour plans as a supportive measure to help children succeed — and where possible, to avoid the need for suspension. They allow us to put focused support in place and work in partnership with families to help the child move forward.

Suspension

Suspension is used only when behaviour is **serious or persistent**, and the child's presence in school poses a risk to themselves or others or significantly disrupts learning. During a suspension, the child stays at home for a fixed, short period.

Suspension may be considered when:

- A child has seriously hurt someone or caused significant harm.
- A child's behaviour poses a health or safety risk.
- There have been repeated serious incidents despite targeted support.
- All other strategies have not led to improvement.

The aims of suspension are to:

- Reinforce that the behaviour was unacceptable and must not continue.
- Protect the rights of others to feel safe and learn.
- Allow time to review the child's needs and plan for the next steps.

Parents are always informed before a suspension is applied. When the child returns, they attend a reintegration meeting with the Headteacher. We use this opportunity to reflect, reset expectations, and agree on what support the child needs to succeed.

Permanent Exclusion

Permanent exclusion is a last resort. It is only considered in the most serious circumstances — where a child's behaviour poses a significant risk to others, or there has been a persistent pattern of serious incidents despite every effort to support change.

A permanent exclusion means the child is no longer allowed to attend the school. This decision is never taken lightly and will always involve consultation with governors and, where relevant, other professionals such as the child's social worker.

Permanent exclusion may be considered when:

- There has been a serious breach of the school's behaviour policy.
- The safety or education of other pupils or staff would be seriously harmed by the child's continued presence.
- All other interventions, including report cards, internal exclusion and suspension, have been tried without success.

The school follows all statutory guidance during this process and ensures that the child and their family are treated with dignity, clarity and compassion throughout.

Further details about how permanent exclusions are managed can be found in our **Exclusions Policy**, which is available on the school website.

Working with children whose educational needs make following school rules and routines more challenging

At Troon CP School, we know that some children may need more support to follow our rules and routines. These children are still accountable for their behaviour, but we make thoughtful adaptations to help them succeed.

We support children with special educational needs by:

- Teaching behaviour expectations clearly and consistently.
- Modelling positive behaviour at every opportunity.
- Making reasonable adjustments to routines, resources and language to support access.

We carefully consider how each child's needs may affect their behaviour and constantly reflect on whether anything in their provision may have contributed to the difficulty.

Needs	Example adaptations
Speech, language and communication needs	Visuals, social stories, simple language, clear outcomes
Cognition and learning	Direct teaching, visual prompts, extra processing time, scaffolded instructions
Social, Emotional and Mental Health	Predictable routines, reduced demands in high-stress moments, time-in or time-out to regulate
Sensory and/ or physical needs	Access to movement breaks, regulation activities, adapted environments

Individual Safety Plans

Some children require an individualised approach. In these cases, we create **Individual Safety Plans** that:

- Identify the child's needs, triggers, strategies and key adults.
- Guide staff on how to respond, de-escalate and restore.
- Align with the whole-school behaviour system wherever possible.

Children with a individual safety plan will also undergo a risk assessment if their behaviour could harm themselves or others.

For more information about how we support pupils with additional needs, please refer to our **SEND Information Report** and **Positive Handling Policy**, available on our website.

Responsibilities

It is the responsibility of the **Trust Board** to monitor exclusions, bullying, and discriminatory incidents. Trustees also ensure that this policy is applied fairly and consistently.

The **Headteacher** is responsible for day-to-day implementation and oversight of the policy. This includes reporting to trustees on key trends and ensuring staff are supported to apply expectations consistently and compassionately.

All **staff** are expected to model the behaviour outlined in this policy and to follow agreed processes calmly and confidently.

Training and resources

All staff receive annual training on behaviour and relationships, including how to use this policy in practice. Staff working with children with more complex needs may receive additional training or support from external professionals.

We also:

- Promote shared language and approaches across the school.
- Offer regular opportunities for reflection and peer support.
- Work closely with our Trust and external agencies to access specialist input.

Above all, we support our staff to model the calm, consistent and kind behaviour we expect from our pupils. We recognise that working with children can be challenging and emotional, so we aim to nurture a staff culture of mutual support, reflection and professional trust.

Searching Pupils

Searching helps us keep everyone in school safe. **Headteachers and staff authorised by them** have a **statutory power** to search a pupil or their possessions if they have **reasonable grounds to suspect** the pupil is carrying a prohibited item.

Prohibited items might include:

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco or vaping products
- Fireworks
- Pornographic images
- Anything that could be used to cause harm or damage property

We always try to speak calmly and clearly with the pupil beforehand so they understand the reason for the search. Pupils may also be searched with their consent for other items that are not allowed in school under our rules.

We follow the latest DfE guidance on searching, screening and confiscation.

Pupil Behaviour in Public

We expect pupils to show the same respect and good behaviour in public as they do in school. This includes:

- Walking to and from school
- School trips and visits
- Sporting events
- Anytime they are in uniform or representing the school

If poor behaviour happens outside of school, we may still apply consequences when it affects the reputation, safety or wellbeing of the school community.

The Headteacher may speak with families and take appropriate action in line with this policy. We also encourage members of the community to share concerns with the school directly so we can respond appropriately.

Restrictive interventions (including reasonable force and seclusion)

At Troon CP School we are committed to preventing situations that escalate to crisis and to using early support, reasonable adjustments and de-escalation strategies to minimise the need for restrictive interventions. However, there may be rare occasions when staff need to use a restrictive intervention, including reasonable force, to keep a pupil, another pupil, staff member or member of the public safe.

This section should be read alongside our Safeguarding/Child Protection Policy and our Positive Handling/Physical Intervention policy and training. It reflects the Department for Education (DfE) guidance **'Restrictive interventions, including use of reasonable force, in schools'**, which applies from **1 April 2026**, and the statutory duty for governing bodies/proprietors to have regard to DfE statutory guidance on recording and reporting each significant incident involving the use of force (issued under section 93A of the Education and Inspections Act 2006).

In this policy, **restrictive interventions** are actions that restrict a pupil's liberty or freedom of movement. **Reasonable force** is physical contact used to control or restrain a pupil and must always be the minimum necessary, used for the shortest time possible, and proportionate to the risk.

Restraint is a type of restrictive intervention where physical contact is used to prevent a pupil from moving. **Seclusion** is where a pupil is prevented from leaving a space of their own accord. Seclusion is only ever used as an immediate safety measure and never as a sanction or punishment.

Principles: Any restrictive intervention must be **lawful, necessary and proportionate**, and staff must act in a way that maintains the pupil's safety and dignity. We will always:

- Use prevention, early support and de-escalation strategies first wherever possible.
- Use the **least restrictive** option, for the **shortest time**, and only while risk remains.
- Keep communication clear and calm, explaining to the pupil what is happening and what they need to do for the intervention to stop (where this is possible and safe).
- Take account of a pupil's age, stage, SEND, known trauma history, medical needs and any reasonable adjustments identified in plans (for example, Positive Support Plans, risk assessments, EHCPs).
- Call for support early and involve senior staff where appropriate.

When reasonable force may be used: Staff may use reasonable force only when it is necessary to:

- Prevent a pupil from harming themselves or others.
- Prevent a pupil from committing a criminal offence.
- Prevent significant damage to property.
- Prevent serious disorder or disruption where there is a real risk to safety.

Unacceptable practice: Restrictive interventions must **never** be used as a punishment, to enforce compliance where there is no safety risk, or as a planned response to low-level disruption. We do not permit techniques or actions that could compromise breathing or circulation, including pressure to the neck, airway, chest or abdomen. Any use of force must stop as soon as the risk has reduced and the pupil is safe.

Recording and reporting: From **1 April 2026** we will follow the statutory guidance on recording and reporting each **significant incident** involving the use of force. We will make a clear written record as soon as possible after the incident and inform parents **as soon as practicable** (normally the same day), unless doing so would be likely to result in serious harm to the pupil or another person. Incidents will be recorded on our behaviour management system **(Bromcom)**, and where relevant a safeguarding concern will also be recorded and shared in line with our safeguarding procedures. Records and reports will include (as a minimum): the date, time, location and approximate duration; why the intervention was necessary; what type and degree of force/restriction was used; any injuries or medical concerns; the names of staff involved/witnessing; and any relevant SEND/vulnerability

information. Where seclusion or non-force related restraint is used, parents will also be informed in writing in line with the guidance.

After an incident: Following any restrictive intervention, staff will prioritise pupil welfare. This includes checking for injury, arranging medical attention where needed, and supporting the pupil to re-regulate and return to learning safely. We will also offer an appropriate debrief for the pupil and staff involved, and we will review any relevant plans (for example, risk assessments and Positive Support Plans) to identify what could reduce the likelihood of a repeat incident.

Leadership oversight, training and review: The Headteacher and governing body/proprietor will ensure staff have access to appropriate training and guidance, including de-escalation and positive handling approaches where roles require it. Incidents will be monitored and analysed (including by pupil group) to identify patterns, inform support planning, and ensure practice is safe, lawful and minimised. Any concerns, complaints or allegations relating to restrictive interventions will be managed through the school's safeguarding and complaints procedures.