



# Landulph School

## Relationships and Behaviour for Learning Policy

Date	Changes
Sept '24	Reviewed by Emma Spence, Deputy Headteacher
Oct '24	Agreed by Governors
May 2026	Reviewed by Tania Hawker, Deputy Headteacher
June 2026	Approved by Governors

Status: Approved  
Review period: 7<sup>th</sup> June 2029

**Links to other relevant policies:** Safeguarding Policy, SMART Relationships and Behaviour for Learning Policy

## **Positive Behaviour Policy**

(Including Bullying and Child on Child Abuse)

### Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

This policy is a guide for all members of the Landulph community to create a restorative and relationship focused approach to behaviour management. This will allow the children to be supported emotionally as well as educationally and to nurture mutual respect, giving them the best possible chance of success.

The policy sets out to promote a calm, nurturing and caring environment where the expectation of high standards of behaviour is reinforced by all staff members. Pupils are taught to take responsibility for their behaviour and support others to do the same. Consistency and clear, calm adult behaviour underpins this policy.

At Landulph School, all behaviour is recognised as communication and our approach to behaviour is focused on meeting those needs. We endeavour to foster a feeling of belonging and acceptance in all members of our school community, and our relationships are built on our school values of:

Respect                  Friendship                  Honesty                  Loyalty

We are a Rights Respecting School and believe our policy supports raising the profile of the UN conventions of the rights of the child:

Article 12: respect for the views of the child – every child has the right to express their views.

Article 19: protection from violence, abuse and neglect – ensure that children are protected and safe.

Therefore, the Rights of Children are set at the heart of decision making within the school.

### Part 2 – How do we teach desirable skills and behaviours?

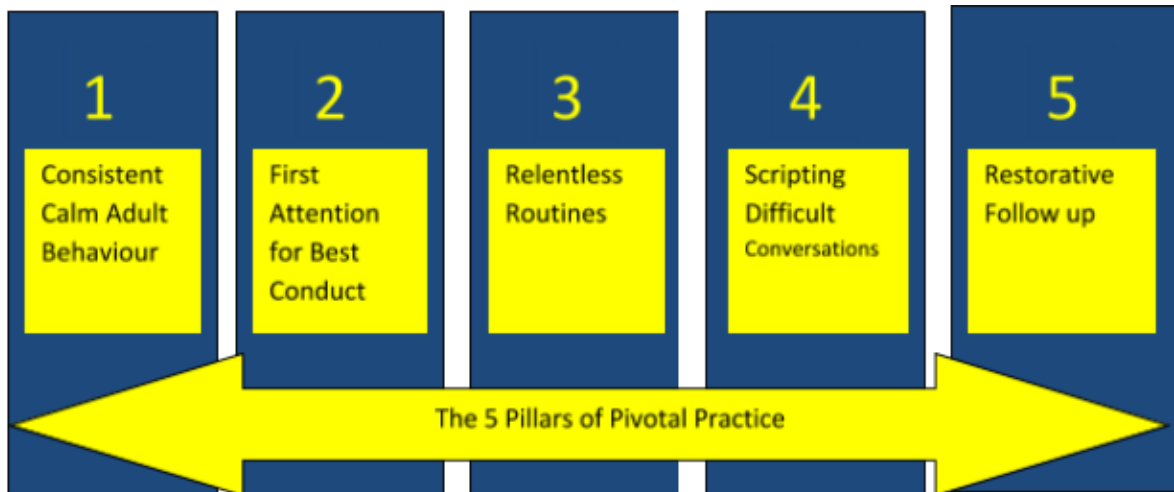
#### 2.1 Through Our Curriculum

We provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Promote British Values through learning of democracy, rule of law, individual liberty and mutual respect and tolerance.

## [2.2 Through Our Routines](#)

### **Our Behaviour Policy is based on the Five Pillars of Pivotal practice**



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)

### **Expectations of Adults**

We expect every adult to:

- Meet and greet all children in the morning.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Engage in a reflective dialogue with learners using restorative questions.
- Notice and celebrate positive behaviour.
- Never ignore or walk past behaviour that does not meet our expectation.
- Use a visible recognition mechanism throughout every lesson (eg. House points).

Throughout Landulph school we expect 'Ready to Learn' attitudes. These are:

- Every lesson you are ready to learn
- Listen actively and respond
- Respect yourself and other
- Be determined

Children are reminded of these expectations with phrases such as 'Show me you are ready,' or 'Are you ready to learn?'

## [2.2 Through the Protection and Promotion of Our School Ethos](#)

At Landulph we have high expectations for all children based on school values of Friendship, Loyalty, Honesty and Respect.

- We create a respectful, safe and caring environment in which effective learning can take place.

- We provide a clear, fair and consistent approach to behaviour based on restorative principles.
- We nurture and value strong and healthy relationships.
- We ensure that all learners are treated fairly.
- We help learners take control over their behaviour and be responsible for the consequences of it.
- We ensure that excellent behaviour is the expectation for all.

In all classrooms we have our expectations displayed as 'Classroom Values'. These are:

1. Be Respectful always
2. Be ready to learn
3. Be a good friend
4. Tell the truth
5. Work hard and do your best
6. Keep our school clean and tidy

### Part 3 – How we maintain high expectations

#### 3.1 Through Our Pastoral Care and Use of Praise

##### **Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Landulph School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is 'over and above. This may take the form of a postcard message home, a phone call or a face to face chat. Other rewards and recognition of achievement include:

##### Celebration Assembly

The children can share their weekly achievements within school and outside school, highlighting positive behaviours, for example facing a fear, showing resilience.

##### Class Cup

This is awarded to a child in each class who has demonstrated exemplary behaviour, a change in learning attitude and positive behaviours towards others and their learning.

##### TT Rockstar of the Week, Spelling Bee and Sentence Cape

These are linked to academic achievement resulting from a positive attitude towards learning: listening, concentration, resilience, consistency, collaboration.

### Shout Outs

Children will be recognised for positive behaviour with a personalised postcard home written by a staff member to share their achievements.

### House points

Children will receive house points (gems in the jar in Class 1) for positive behaviours such as resilience, effort, kindness, helpfulness and evidencing our school values.

### **Children with additional Social, Emotional and Mental Health (SEMH) needs**

Children who exhibit consistently challenging behaviours will need to have a Behaviour Support Plan (BSP) in place. For these children, it will be necessary to place them on the SEND register, recognising their area of need as SEMH. TIS support may also be appropriate and a referral to the Mental Health Support Team will be considered. In these cases, the Head/SENDCo/SLT will be involved, as well as Parents/Carers. Successful school strategies will be listed, alongside advice from outside agencies such as the Education Psychologist, Autism team, etc.

### 3.2 Through Our Work with Parents

We believe in the role of parents in supporting our behaviour and learning expectations and our partnership approach means that we inform parents and seek solutions to any behaviour or emotional needs. This is most often through a direct phone call from the class teacher, followed by a phone call from a member of the Senior Leadership Team if necessary.

### Part 4 – The Use of Sanctions to Improve Behaviour

In order to create an environment which ensures productive learning for all children, we expect exemplary behaviour. Alongside the restorative, relationship focused approach, it is necessary to have a clear system of progressive sanctions that are understood by the children and followed consistently by all the member of staff in the school.

#### 4.1 How we address minor infringements and low level disruption

#### **Practical steps in managing and modifying poor behaviour**

Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our four school values delivered privately

	<p>wherever possible. Repeat reminders if necessary. De-escalate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal or pictorial warning, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of previous good conduct to prove that they can make good choices. “stop, think, .....make the right choice” “think carefully about your next step”</p>
3) Last Chance (5 minutes after class for restorative conversation and 5 minutes reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage. Use of phrases such as:</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Landulph school, we... (refer to the school values)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to positive behaviour)</li> </ul> <p>Thank you for listening... then give the child some 'reflection' time and space to process the conversation that has just taken place.</p> <p>Children will be expected to have a reflective dialogue.</p> <p>For serious breaches at lunch times, the pupil will be expected to stay with an adult for the remainder of the lunch break.</p>
4) Cool Off	<p>Cool off might be a short time away from the classroom with another class/TA /calm space.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>

<p>5) Repair Restorative Conversation</p>	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
<p>Consequences Communication with parent/ carer A formal meeting with SLT and parents/carers. Weekly behaviour meetings Exclusion</p>	<p>If a child has two incidents in a week requiring reflection, the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring Reflection, a member of SLT will contact parents, either by phone or face to face, depending on the severity of the situation. This will also be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term exclusion.</p>

#### 4.2 Repeated or more serious events

##### **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.
- Harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up")

## **Restrictive Intervention**

At Landulph we would only consider the use of restrictive intervention in the event of very serious unsafe behaviours.

In line with DfE guidance on Restrictive interventions, including use of reasonable force, in schools (April 2026) all schools across the SMART Trust will:

- Ensure restrictive interventions, including reasonable force, are used only to prevent immediate risk of harm, serious disorder, criminal behaviour or significant property damage, and never as a punishment.
- Apply restrictive interventions only where they are necessary, proportionate and time limited, using the least restrictive approach possible and maintaining the pupil's safety, dignity and welfare at all times.
- Prioritise prevention and de-escalation strategies, carefully considering alternatives and the potential impact of intervention before any restrictive practice is used.
- Use seclusion only to protect others from harm, ensuring it is continuously supervised and ended as soon as the risk of harm is reduced.

This forms part of the SMART Trust Relationships and Behaviour for Learning policy.

## [Part 5 – Suspension and permanent exclusions](#)

### **Suspension**

Landulph School believes that, in general, suspensions and exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Landulph School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

## **Child on Child Abuse as stated in KCSIE 2025, page 13-14**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals

### **Bullying**

Definition - Bullying is "Behaviour by an individual or a group, ongoing and repeated over time that intentionally hurts another individual either physically or emotionally".

### **Cyber bullying:**

This can include: threatening, intimidating or upsetting text messages; threatening or embarrassing pictures and video clips via mobile phone cameras; silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible; threatening or bullying emails, possibly sent using a pseudonym or someone else's name; menacing or upsetting responses to someone in a chat-room; unpleasant messages sent during instant messaging; unpleasant or

defamatory information posted to blogs, personal websites and social networking sites.

At Landulph, cyber bullying is considered as serious as any other form of bullying. Parents will be contacted if the school are made aware of cyber bullying taking place off-site. In some cases, this type of bullying may constitute a criminal offence.

Any of the above, will not be tolerated at Landulph Primary School.

### **Procedures and Consequences**

All pupils will be encouraged to be open with members of staff and their parents, who can pass on concerns to school. Children must have the confidence in all staff, teaching and non-teaching, to disclose an incident of bullying without feeling that it will be dismissed by that member of staff.

Whenever a disclosure of bullying is made by a child or parent, or identified by an adult, it will be investigated thoroughly as follows:

1. Incident is reported to, or identified by, a member of staff who is then responsible for the logging of the incident on CPOMs.
2. All incidents of bullying will be referred to a senior member of staff.
3. All parties involved will be interviewed separately and a written record made on CPOMS which is alerted to the head teacher. Information from witnesses will be obtained.
4. Parents, will be informed (at the Headteacher's discretion) and may be asked to come to school to discuss the problem.
5. The bullying behaviours must immediately stop.
6. The individual is made aware of what his/her behaviour has done to the victim.
7. The individual will be given the opportunity to offer an apology and other appropriate consequences may take place. In serious cases, suspension will be considered. Whenever possible, the pupils will be reconciled.
8. Support will be offered to the victim and efforts made to help re-establish their self-confidence.

### **Methods of Prevention**

Each child in the school will take part in regular understanding of the school rules as well as British Values and the UN Rights of the Child.

- Each child and parent will receive a home-school agreement, which sets out expectations of behaviour.
- School Council will discuss school ethos and concerns at meetings.
- Bullying is covered through the PSHE curriculum. This may take the form of role play, drama, literature, poetry or stories.
- Child-on-child abuse will also be addressed through assemblies, during Anti-Bullying week each year and Children's Mental Health Week.

## **Signs and Symptoms**

Children will not always be prepared to tell those in authority when they are a victim of bullying. Staff may need to use their knowledge of a pupil to identify changes in their behaviour that might indicate child-on-child abuse. All adults should be aware that these are possible signs and should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- has nightmares
- becomes disrupted or aggressive
- has possessions go 'missing' and money 'lost'
- starts stealing money (to pay bully)
- is frightened to say what's wrong

## **Offensive Weapons**

1. Any student bringing an offensive weapon, particularly a knife, into school will be excluded. The length of that exclusion is to be determined by the school leadership team, bearing in mind the DfE guidance.
2. The DfE Exclusion Guidance as an appendix to the Behaviour Policy of all schools in the MAT.
3. Clear procedures in the policy around exclusion based on the above
4. Clear contact details for the senior member of staff whose role it is to deal with serious behaviour incidents.

Clear contact details for parents who wish to contact the school in an out-of-hours emergency (monitoring of any answer phone or email address set up for this purpose needs to be clearly assigned to a relevant role)

## [Part 7 – Continuous Improvement](#)

### **Training**

Training is essential for all staff to learn how to manage emotional and behavioural difficulties. Whole staff training initiatives ensure a consistent whole school approach. Where necessary, specialist training is accessed particularly in relation to the control and restraint of disruptive pupils.



Appendix 1 – Our Landulph School Behaviour Blueprint

<p><u>Stepped Sanctions</u></p> <ol style="list-style-type: none"> <li>1. Reminder (School values) privately if possible.</li> <li>2. Caution (outlining behaviour and consequence)</li> <li>3. Last chance (30 second intervention)</li> <li>4. Cool off (time outside the classroom – supervised)</li> <li>5. Repair (restorative conversation)</li> </ol>	<p><u>Microscript</u> (30 second scripted intervention)</p> <ul style="list-style-type: none"> <li>• I have noticed that you are... (having trouble getting started, wandering around, etc)</li> <li>• At Landulph School, we...</li> <li>• Because of that, you need to... (refer to action to support behaviour eg. moving to another table)</li> <li>• See me for 5 minutes at breaktime/lunchtime</li> <li>• Do you remember yesterday/earlier when you were (refer to positive behaviour)</li> <li>• That is who I need to see today</li> <li>• Thank you for listening (give the child some take up time)</li> </ul>	<p><u>Restorative Conversation</u></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul>
--	--	---

<p><u>Visible adult consistencies</u></p> <ul style="list-style-type: none"> <li>• Daily meet and greet</li> <li>• First attention to best conduct</li> <li>• Calm and caring</li> </ul>	<p><u>School Values</u></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Honesty</li> <li>• Loyalty</li> <li>• Respect</li> </ul>	<p><u>Over and above</u></p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Effort</li> <li>• Initiative</li> </ul>
--	---	---