



Positive Relationships Policy (Behaviour)

Palace Fields Primary School 2024/2025



Written by:	Mrs S Bailey – Deputy Head of School	
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Link Governor:	K Crawley	



Palace Fields Primary School is committed to creating an environment where excellent relationships support children to thrive. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core values of kindness, integrity and tenacity. With a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners, the whole community is provided with opportunity to succeed.

At all times we:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Use a consistent and calm approach.
- Offer compassion and co-operative learning with caring and supportive adults.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches with appropriate consequences.

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

- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem, wellbeing and self-discipline.
- Teach appropriate behaviour through positive intervention.

Our values of kindness, integrity and tenacity are embedded in our school curriculum for learning and behaviour and reinforced by the Jigsaw and PATHS curriculum. School values and behaviour expectations are also reinforced during class and whole school assemblies.

Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

Good behaviour is taught explicitly, rewarded and used as good examples for other children. Poor behaviour is dealt with calmly and quietly and where possible discretely.

Calm and consistent behaviour

There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.

Staff don't join in to express their feelings or comment to a child when the situation has been dealt with; this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.

Many of our children struggle to name their physiological and emotional state; therefore, staff use our VRFs to support with emotional literacy.

Staff use empathetic phrases that reroute the behaviour, such as 'I understand that...'; 'I noticed that...'; 'I imagine that 'I would feel...'

When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed. It may be that this happens later when the child is regulated.

When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.

Behaviour needs to be managed consistently and appropriately to support all learners and staff.

Positive Reinforcements

Daily	Weekly	Over and above
Verbal praise House points Stickers Positive postcard home Opportunity to show work to other staff	Star of the Week Certificate Class of the week event Values Leaves Attendance Raffle	VIP lunch with the Head of School Half termly House point awards Postcard/ call home from SLT Head of School star award

Behaviour Management Steps

Step	Action
Redirection	Gentle reminder / encouragement – non-verbal clue
Reminder	A reminder of our school rules, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
Caution	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue.
Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour.
Time	This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in a buddy class or supported by the pastoral team.
Repair and Restore	This may be a quick chat at break / lunch. What happened?

	<p>Why did I do it? What was I feeling at the time? How can I do things differently?</p>
*Escalation of time	<p>*DO NOT describe child's behaviour to another adult in front of the child* If after time, the child is not settled and they are disrupting the learning of others, the child should be escorted to a member of SLT/ Pastoral. If this is not possible, the class will be removed to a separate space and the child will regulate in the classroom with a member of staff until they are ready to leave the room. The child will then return to the original adult for restorative conversation with the support of SLT/Pastoral.</p>
*Formal meeting	<p>If frequent time intervention is being required a formal meeting will be called. This will include input from key adults, parents/carers and SLT. Targets will be set and a time for review.</p>

Routines

	Expectations (acting with Kindness, Integrity and Tenacity at all times)	Consistent staff actions
Morning routine	<p>Children should walk into classroom quietly. Respond to adults with morning greetings. Bags and coats to be hung up on pegs. Book bags to be put into boxes. Answer register politely.</p>	<p>Staff member on library door from 8:15 Staff to greet at classroom door giving morning welcome. Quiet calm music playing. Morning activity out ready for the children.</p>
Lesson time	<p>When sitting on a chair all 4 legs need to be on the floor. Quiet working voices to be used. Listen when an adult/child is talking. Follow instructions given by adults.</p>	<p>Be clear about expectations during the lesson. Raise an arm (team stop) to manage noise level. Use proximity praise to gain attention. TAs to be used effectively for support. High expectations.</p>
Going to/ leaving assembly	<p>Children should be escorted by their class teacher/TA. Children should walk quietly. Children remain behind the person in front of them. Classes sit in horizontal lines (Y6 on benches) Children respond to praise of others and celebrate together.</p>	<p>Quiet music playing. Staff leading assembly to be at the front of the hall prior to children arriving. Reminders/ praise for expectations.</p>
During lunchtime in the dining room	<p>Children collect their own lunch/ lunchboxes. Children remain seated until instructed to line up.</p>	<p>Keep the area clean and tidy. Remind children of noise levels. 3,2,1 for transitions used Reminders of table manners</p>

	Children clear their own trays. Use quiet voices.	
During breaktime (morning and lunch)	Walk quietly outside in single file. Use equipment correctly. Put equipment away when finished. Remain within the correct boundaries. Keep away from the fence line.	Staff lead children out ensuring they are first out. Ensure that there is clear view of all areas. Engage with play. Staff on duty to spread out across space.
After lunchtime/ breaktime	Walk quietly back into school in single file. Hang coats up in the correct place. Return to their place/ activity.	Support children to go straight into class. Prompt timings. Focus activity for children displayed.
Toilets	Where possible children should go to toilet at breaktimes. Walk quietly to the toilets. Keep the area clean and tidy e.g. flush and put rubbish in the bin. Have high levels of personal hygiene.	Monitor who has gone to the toilet. Use discretion when allowing children to go to the toilet during lesson times.
Heart space	Use quiet voices. Sit on rugs or in tents provided for children. Keep areas tidy. Walk when moving around heart space.	Return equipment/ cushions to the correct place.
End of day routine	Be responsible for remembering equipment. Only leave when instructed to do so by adult dismissing. Tuck chair in and leave workspace tidy.	Remain on door at all times. Dismiss each child individually.

Serious Incidents

Depending on the age and needs 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 head of school or a member of the senior leadership team.

Such incidents could include:

All forms of bullying

Racist, sexist or homophobic comments

Physically striking adults



Extreme Behaviours

Some children exhibit particular behaviours as a result of early childhood experiences. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use skillful staff to build relationships with each individual child. These children will have bespoke behaviour plans / Positive handling plans.

Suspension

We believe that, in general, suspensions are not an effective means of moving behaviour forward. If a child seriously or persistently breaches the school's behaviour policy the head of school 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 a fixed-term suspension, the pupil and parents meet the head of school or a senior leader representative, and where appropriate additional members of staff, 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

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. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

Taking part in any school-organised or school-related activity.

Travelling to or from school.

Wearing school uniform.

In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school.

Poses a threat to another pupil or member of the public.

Could adversely affect the reputation of the school.



School support systems

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of provision and resources offered to them to ensure they reach their full potential. All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy. Internal records will be regularly scrutinised in order to identify trends, patterns and antecedents of behaviour and also to monitor the impact of interventions used. Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENDCo is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENDCo may be able to arrange suitable intervention.

Roles and responsibilities

The governing body will establish in consultation with the head of school, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour. The head of school and deputy head of school will be responsible for the implementation and day-to-day management of the policy and procedures. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility. The governing body, head of school and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.