

North Petherton Community Primary School

Positive Relationship & Behaviour Policy



Version 5
Date Approved by FGB: 25/11/2025
Date for Review: 25/11/2026
Chair of Governors: Jodie Scarrott
Headteacher: Melanie Lawson



Vision

Our vision is to enable our children to become outward looking, independent individuals who have been given the educational, social and emotional tools to contribute to society through collaboration, creativity and aspiration.

Principles

At North Petherton Primary School, we believe that every interaction is an intervention and an opportunity for growth and learning. We are committed to creating an environment where exemplary behaviour underpins effective teaching and learning. Through positive relationships, clear boundaries, and mutual respect, we maintain high expectations for all pupils.

Our core behaviour rules — ***be kind, be respectful, and be safe*** — are embedded across the school and consistently encouraged, modelled, and celebrated. Pupils are supported to reflect on their decisions and actions, developing an understanding of the impact these have on themselves and others.

Our behaviour approach promotes self-discipline, resilience, and respect, supported by empathy, care, and proactive strategies that enable both staff and pupils to succeed. We build on children's strengths, nurture independence, and foster curiosity through inspiring and engaging learning opportunities.

Strong, collaborative relationships between staff, pupils, and families are central to our ethos. We follow a relational and trauma-informed approach and together, we create a positive, inclusive, and supportive school culture where everyone feels valued and can thrive.

School Aims

At North Petherton Primary School, we aim to:

- **Encourage learning** by providing a welcoming, friendly, and supportive environment in which children can become confident and independent learners.
- **Promote our behaviour rules of be kind, be safe, be respectful** by fostering an ethos of respect, resilience, and reflection.
- **Deliver engaging and collaborative teaching** that nurtures collaboration, creativity and independence.
- **Develop personal skills** that build resilience, self-esteem, confidence, and positive relationships.

Aims of the policy

- To foster a learning environment that encourages kindness, respect and safe behaviour in which all children reach their full potential.
- To maintain an environment where there is good manners, tolerance, acceptance and consideration for all.
- To ensure the whole school community is aware of the expectations, rules, sanctions, and rewards and that we work in partnership as a staff and in association with families.
- To help pupils develop and learn self-discipline.
- To give pupils a sense of personal security along with the knowledge that their personal safety is being looked after in school, and is valued. For pupils to express their concerns in a constructive manner and for adults to be available to listen

- For our children to 'internalise' the policy - to know it and be secure with it and accept it fully.

School Values

Our core values are:

- **Collaboration** – valuing teamwork and mutual support.
- **Creativity** – fostering imagination and innovative thinking.
- **Independence** – supporting pupils to become confident and self-reliant learners.

These values are central to our approach, guiding behaviour, learning, and daily interactions across the school.

In our school we have agreed that adults are responsible for positive behaviour by:

All staff:

- Reading the school's behaviour policy and all policies related to it
- Having consistently high expectations of everyone's behaviour. Praise any child when you see them doing something right, referring to our school rules. 'Spread the good word' right around the school.
- Maintaining clear and consistent routines and boundaries
- Communicating and working in partnership with parents
- Following and adhering to the behaviour ladder
- Induct new staff, pupils, visitors, students and volunteers into the school rules.
- Setting clear and fair consequences that **positively** impact the child's behaviour
- Providing a safe, stimulating and engaging environment
- Recording incidences of negative behaviour, including action taken on My Concern
- Showing positive unconditional regard towards all children
- Being respectful and kind to all members of the school community
- Use a PACE approach (Playful, Accepting, Curious with Empathy) in all professional situations in and outside of school.
- Always modelling excellent behaviour towards all members of the school community.
- Modelling and providing opportunities to implement our school values 'aspiration, collaboration, creativity and independence.
- Never walk past an incident and leave it for someone else to sort out. Please deal with the incident.
- Remain calm and allow the child to explain themselves when investigating an incident, using a restorative approach to ensure all children are heard.

Class teachers are responsible for:

- Discussing the rules and applying them in sessions such as PSHE and Circle Time.
- Ensuring meet and greet takes place in the morning and after every playtime.
- Ensuring the policy is used consistently, by all adults in the classroom, for all children.
- Following up on all behaviour incidents as per the policy and using a relational approach.
- Follow up any incident reported by a child, parent or member of staff involving a child in their class and ensure parents are notified.

Senior Leaders:

- Meet and greet learners throughout the day
- Be a visible presence around the school throughout every day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support colleagues where higher level challenging behaviour which is putting the child, adult or other children at risk

Parents and carers:

- Working in partnership with the school to support their child/ren to follow the school rules.
- Working in partnership with the school to support their child/ren achieve academically, socially and emotionally.
- Respecting decisions made by the school.
- Modeling respectful and polite behaviour towards all members of the school community.

Policy and Practice:

This policy and practice is for all children in our school and may be differentiated according to the age and stage of the children's development and to support pupils with SEND as appropriate.

All paid staff, employed by North Petherton Community Primary School, have statutory authority to set boundaries, to give praise, rewards and proportionate sanctions. When giving sanctions it must be reasonable and proportionate, taking into consideration the pupil's age, any special educational needs or disabilities and any religious requirements affecting them.

The Headteacher, only, has the authority to temporarily or permanently exclude a child. When the Headteacher isn't on site the authority is delegated to the Deputy Headteacher.

If, when reviewing behaviour, the staff believe it is indicative of the child suffering, or is likely to suffer, from significant harm they must refer to the school's safeguarding policy and report Designated Safeguarding Lead.

Positive Handling

We follow Keeping Children Safe in Education 2025 and the school's Positive handling policy. Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to use reasonable force in order to **prevent a pupil from seriously hurting themselves or others.**

Positive handling will only be used for safety and only when absolutely necessary.

As part of our behaviour policy we aim to use the following to support positive and relational behaviour

It is the educator's responsibility to:

- Use **Establish, Maintain, Restore** see Appendix 3
- Use positive and specific praise. See Appendix 2 for suggestions
- Provide clear and consistent expectations.
- Provide clear and consistent boundaries.
- Reinforce positive behaviours using our 3 school rules
- Meet and greet at the door in the morning and after every breaktime
- Ensure that learning meets the needs of all learners

To address behaviour we:

- Use positive and specific praise, to other children, to highlight expectations.
- Use a 1st Reminder – remind child of behaviour expectations.
- Use a 2nd Reminder – remind child of previous positive behaviours they have exhibited.
- Use a Final Reminder – Remind child of expectations. The adult detains the child during break or lunchtime to discuss expectations. Re-establish boundaries and put in place a ¹consequence. See Appendix 2 for reminder support
- Follow the behaviour ladder, see Appendix 1.

Negative behaviours include, but are not limited to:

- Persistent shouting/ calling out.
- Throwing things/ not respecting equipment
- Refusal to follow rules.
- Hurting others
- Disrespectful to staff
- Persistent disrespect to peers
- Talking when they should be listening.
- Not following direct instructions
- Acting inappropriately in cloakroom/ toilets
- Name calling
- Laughing at mistakes/ disrespectful to other children/ not being caring
- Tormenting children
- Being rude
- Telling lies

Any learning that was not finished must be completed and parents should be informed of the situation. It is agreed, with the parent, if the child completes the learning at home or at school. Consistent occurrence of the above behaviours will result in a child having a behaviour support plan to help support the child with strategies. See Appendix 1.

¹ An effective consequence has a positive impact on the child's behaviour. The same consequence won't be effective for every child and needs to meet the needs of the individual.

There are some behaviours that may receive a more serious consequence such as an internal suspension or immediate fixed term suspension. We follow the Somerset advice on managing suspensions and exclusions. However, we reserve the right to establish our own reasons for suspensions. The Headteacher reserves the right to issue suspensions for extreme behaviours.

Behaviours such as:

- Fighting/violence, including biting, kicking, hitting - harming others.
- Discriminatory/homophobic/racist language
- Swearing
- Spitting
- Child on child abuse
- Online and offline bullying
- Physical aggression/injury towards a pupil/pupils and/or member of staff will not be tolerated
- Leaving the school site by absconding, meaning staff are unable to keep a child safe

Internal suspensions will take place in school in a quiet room where a child will be supervised and expected to complete class work. Parents will always be notified of this. It is likely prior to this point a child will be supported with a Behaviour Support Plan (BSP) which will be shared with parents. If a first internal suspension has been given and the child is not yet on a BSP, this will be completed and reviewed with parents.

In the event of recurring internal suspensions then a fixed term suspension may be given as a next step. If a child has received a fixed term suspension, a Pastoral Support Plan (PSP) will be put into place.

We seek a consistency across the school when we manage children's behaviour, however, as many points in our policy are based on factors around the pupil's age and understanding, then so it is for adapting our policy to the Foundation Key Stage. Staff in the Foundation Stage have an important role in introducing the expectations of our Behaviour Policy to children and parents. Where children's behaviour is causing concern, a referral should be made to the SENDCo to agree support and individual strategies to manage behaviour needs.

If such behaviours are displayed by children with SEND or from vulnerable groups who are experiencing current personal difficulties this will also be reviewed and assessed at the discretion of the Headteacher, DHT and SENDCo/Inclusion Lead.

Policies to be read in conjunction with the Behaviour Policy

Exclusion Policy
Safeguarding Policy
Child on Child Abuse and Anti-Bullying Policy
Keeping Children Safe in Education
Code of Conduct
Working Together to Safeguard Children
Online Safety Policy
Positive Handling Policy

Behaviour Code Levels of Inappropriate Behaviour and Related Actions/Consequence

Stage 5

Behaviours include:

- Repeated racism, discrimination or prejudice
- Aggressive, violent or reckless behaviour which puts others, or themselves, at risk
- Failure to respond or comply with adults after an initial incident
- Consistently disrupting the learning of others

Possible Actions:

- Exclusion or fixed term Suspension (See Exclusion Policy) Restorative conversation
- Internal suspension
- Letter to Parents and meeting with Headteacher
- Reported to Governors
- Staff member to record on My Concern including minutes of meeting with parent/carer
- PSP in place and shared

Stage 4

Behaviours include:

- Threatening, or intimidating others, for example: swearing, power over
- Stealing, or deliberately damaging school's or others' property
- Racism, discrimination or prejudice
- Being repeatedly unsafe (over time with BSP in place)

Possible Actions:

- Reported to Headteacher immediately and then follow up email
- Removal from class/playground with an emotionally available adult.
- Parents informed/met with by a member of the SLT & class teacher. BSP reviewed.
- Staff member record on My Concern
- Consequence which may include an internal suspension. Restorative conversation

Stage 3

Behaviours include:

- Teasing or unkindness over time (bullying)
- Interacting unkindly or unfairly over time
- Deliberately hurting someone, physically or verbally over time
- Swearing at someone 'in the heat of the moment'
- Continued Stage 2 behaviours

Possible Actions:

- Parents informed and met with by class teacher
- Some of play or lunchtime missed or appropriate consequence. Restorative conversation
- Class teacher informed (if not directly involved)
- Staff member record on My Concern
- Refer to SEMH Somerset Graduated Response Tool for strategies and advice
- Class teacher create a BSP and share with parents
- Speak to member of Leadership Team for advice

Stage 2

Behaviours include:

- Disrespectful behaviour
- Unkind comment or behaviour to others
- Not respecting school environment or property
- Repeated Stage 1 behaviour (ignoring 1st and 2nd warnings)

Possible Actions:

- Final Warning- provide a final warning about their behaviour. Providing a choice.
- If behaviour continues -* miss some (not all) break/lunch. Decide on an appropriate consequence
- Class teacher informed (if not directly involved)
- Child stays in for a 2-minute discussion on expected behaviours with teacher
- Restorative conversation with child/children
- Refer to SEMH Somerset Graduated Response Tool for strategies and advice
- Class teacher contacts parents

Stage 1

Behaviours include:

- Talking when they should be listening
- Not completing learning due to behaviour choices
- Disrupting learning of others
- Interrupting others' learning/creating distractions
- Unkind or disrespectful behaviour

Possible Actions:

- Reminder- Walking to the child and using a reminder. Refer to positive behaviours you have seen in them previously. Then walk away. 2nd verbal warning given if behaviour continues.
- Class teacher informed (if not directly involved)
- Staff member records on My Concern and talks to parents.

*Please note, prior to consequences for incomplete work through behaviour choices, it is the class teacher's responsibility to meet with the parents/carers to discuss concerns. This should then be followed with an email to confirm the agreed actions.

Appendix 2 – Praise and reminder script

Positive Praise:

The following positive strategies must be used consistently by all adults in the school.

- ²Specific praise e.g., I really love how you have written that 'a'.
- Dojo Points – each dojo point has a focus relating to the school/class charter and the aim is if the children demonstrate this, they will get a dojo point. At the end of the week the children with the most dojos are celebrated in class. The dojos are converted into house points and celebrated in assembly each week with a half termly reward (extra playtime) for the house with the most points put on display in the office area, along with a running total.
- Messages by Seesaw or make a phone call to share positive, specific, praise about children.
- Great learning- This gives children praise from a range of staff across school.
- Celebration Assembly- two children per class are chosen fortnightly to be celebrated for their achievement in the assembly and given a certificate. The children's names and reason for achievement will be published in the newsletter for the community to see.
- Each class may do their own reward for positive praise. E.g. 'super student' or 'child of the day'.
- No sanctions will be displayed on boards, only names for positive rewards.

Reminders

1st Reminder - Walking to the child and using a reminder.

- I can see that you are choosing to
- I have noticed that...
- Remember the expectation for...
- This is what I would like to see...
- I am wondering if
- I am imagining that.... because you are
- I am curious why you are..... Could you help me understand?
- Are you ok?

2nd Reminder- Remind the child of behaviour expectations and let the child know that if it continues, they will need to stay in at break. This should be conducted in a non-shaming way and discretely.

- I can see you are choosing to
- Can you remember when we had the last conversation and I asked for...
- At the moment, I have not seen...
- Is there is something you need to tell me, or I can help with...

The adult will refer to positive behaviours they have seen in the child previously. Then walk away. After giving the caution, the adult will walk away, allowing a couple of minutes for the child to make the choice. The adult will ignore any secondary behaviours.

Final Reminder - If behaviour continues the adult will provide a final warning about the child's behaviour. The adult will provide a choice. The child will choose to show expected behaviours or will need to miss some break/lunch.

² Specific praise is directed at the accomplishment as opposed to the child. It has been evidenced that generic praise such as good boy/girl is detrimental to learning and safe risk taking.

If a child receives a 3rd warning, and continue to make poor behaviour choices, staff are expected to record, on MyConcern, the following:

- Time missed at break or lunch
- Consequence for child
- Discussion with parent

Consequences can be decided using peer conflict resolution. This is where the children involved are brought together and decide consequence should be, with the support of an adult.

Appendix 3 – Promoting positive adult and child relationships

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

| | Establish | Maintain | Restore (R ³) |
|-----------------------------|---|---|---|
| Definition | <i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i> | <i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i> | <i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i> |
| Practical strategies | <ul style="list-style-type: none"> Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely | <ul style="list-style-type: none"> 5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities | <ul style="list-style-type: none"> R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving |