Poringland Primary School Behaviour and Relationships Policy

Behaviour for Learning: Ready, Respectful, Safe

Vision and Ethos

At Poringland Primary School, we are committed to providing a safe, inclusive, nurturing and ambitious learning environment where every child can thrive. We believe that positive relationships are at the heart of successful learning and behaviour. Our approach focuses on teaching behaviour, building strong relationships, supporting emotional wellbeing, and developing children who are confident, responsible and respectful members of the school community.

We recognise that behaviour is a form of communication and that children learn best when they feel safe, understood and valued. We aim to create a culture where positive behaviour is explicitly taught, consistently modelled and regularly celebrated.

As Paul Dix states:

> "You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."

Our approach combines clear expectations, restorative practice, relational approaches and consistent consequences to support all children in making positive choices.

Rights and Responsibilities

All members of the Poringland Primary School community have the right to:

Children have the right to:	Staff have the right to:	Everyone has the responsibility to:
• Feel safe. • Be treated with respect. • Express their feelings and opinions without fear of ridicule. • Learn in an environment free from disruption. • Have access to the best possible educational opportunities.	• Feel safe. • Be treated with respect. • Express professional opinions without fear of ridicule. • Teach in an environment conducive to learning.	• Follow school expectations. • Treat others with kindness and respect. • Take responsibility for their actions. • Help maintain a positive school environment.

Our School Rules

The behaviour curriculum at Poringland Primary School is built around three simple expectations:

Be Ready	Be Respectful	Be Safe
• Arrive on time. • Be prepared for learning. • Listen and follow instructions. • Transition calmly and efficiently. • Engage positively in lessons and activities.	• Treat others with kindness. • Use polite language. • Listen when others are speaking. • Respect differences. • Care for property and the environment.	• Keep hands, feet and objects to yourself. • Move sensibly around the school. • Use equipment appropriately. • Follow safety instructions. • Help keep everyone safe.

These expectations apply at all times:

- In lessons
- During assemblies
- At playtimes and lunchtimes
- During clubs
- On educational visits
- Travelling to and from school when representing the school

Positive Relationships

We believe positive relationships underpin positive behaviour.

Staff will:

- Meet and all greet pupils positively.
- Build trusting relationships.
- Use calm, consistent language.
- Model respectful behaviour.
- Give first attention to positive conduct.
- Use praise publicly and correction privately.
- Seek to understand behaviour before responding.
- Engage in restorative conversations when difficulties occur.

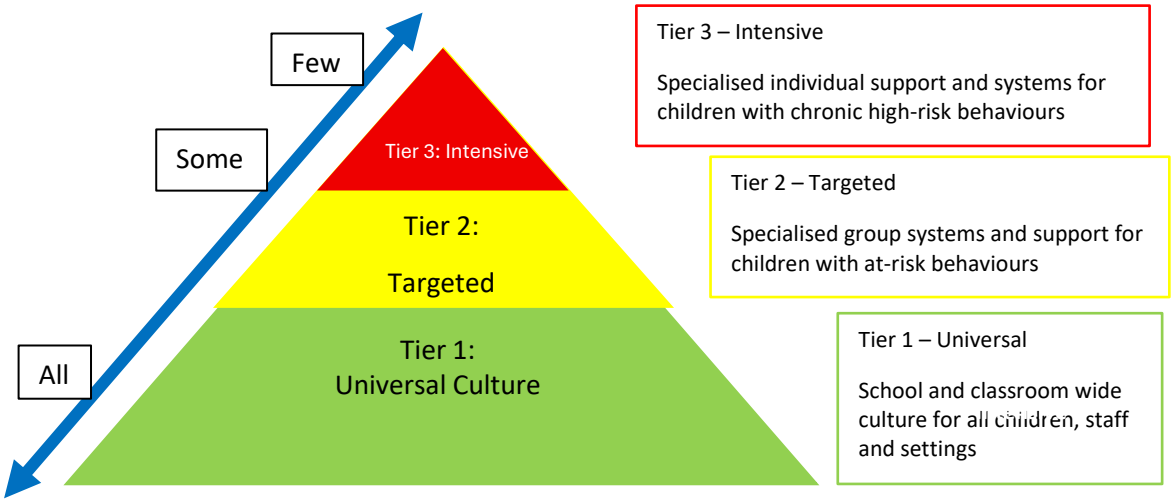
Adult Behaviour Expectations

We expect all adults to model:	Adults should avoid:
• Calmness • Consistency • Kindness • Humour • Empathy • Professionalism • Reflective practice	• Shouting • Public humiliation • Sarcasm • Power struggles • Aggressive responses

Consistent adult behaviour leads to consistent pupil behaviour.

The Three-Tiered Behaviour Support Model

Poringland Primary School operates a graduated approach to behaviour support.



Tier 1: Universal Support	Tier 2: Targeted Support	Tier 3: Intensive Support
This applies to all children and includes: • High-quality teaching. • Clear routines. • Explicit teaching of behaviour expectations. • Positive reinforcement. • Recognition and rewards.	Some children may require additional support when universal strategies are not sufficient. Support may include: • Behaviour monitoring. • Individual targets. • Check-in/check-out systems. • Emotional regulation support.	For pupils with highly complex needs: • Individual behaviour support plans. • Risk assessments. • Multi-agency involvement. • SEN support. • Early Help.

• Restorative conversations. • Consistent classroom management.	• Zones of Regulation. • Small group interventions. • Parent meetings. • Individual reward plans. • Social and Emotional Plans (SEPs).	• Educational Psychology involvement. • Alternative provision arrangements where appropriate.

Universal Strategies

- Meet and greet.
- Celebration assemblies.
- Positive postcards – one child per week.
- House/team points.
- Termly class rewards
- Stickers.
- Showcasing work – one piece per year group per week.

The purpose of all interventions is to help pupils succeed and remain included wherever possible.

Positive Recognition

We believe children thrive when good behaviour is noticed and celebrated.

Recognition may include:

- Verbal praise.
- Non-verbal praise.
- Stickers.
- Class rewards.
- Positive notes home.
- Celebration Assembly certificates.
- Attendance awards – class and individual.
- Showcasing work.

Behaviour as Communication

All behaviour communicates a need.

Staff seek to understand:

- Whether a child is seeking attention.
- Understand that a child with SEND may not be able to articulate their needs appropriately.
- Trying to avoid a task.
- Experiencing emotional distress.
- Struggling with sensory regulation.
- Experiencing social difficulties.

While the reason for behaviour must be understood, unacceptable behaviour still requires teaching and support.

De-escalation and Early Intervention

Staff use brief, calm interventions to redirect behaviour.

Positive Phrases

- "Walking please."
- "Safe hands."
- "Thank you for listening."
- "I need you to..."
- "We will talk about this later."

Limited Choices

- "Would you like to work here or there?"
- "Would you like to talk now or after the lesson?"

De-escalation Script

1. Use the pupil's name.
2. "I'm here to help."
3. "Talk and I'll listen."
4. "I can see something has happened."
5. “I can see that you are…..”
6. "Come with me and let's..."

The Behaviour Steps

Step 1: Reminder

Examples

- Low-level disruption.
- Calling out.
- Off-task behaviour.
- Interrupting learning.

Adult Response

- Quiet reminder.
- Reference to Ready, Respectful, Safe.
- Use Statement of Reality.

Outcome

- Pupil adjusts behaviour.
- Learning continues.

Step 2: Caution

Examples

- Repetition of Step 1 behaviour.
- Distracting others.
- Minor defiance.

Adult Response

- Clear verbal warning.
- Language of Choice.
- Incident recorded if necessary.

Consequence

- Reflection space within classroom.
- Short reset period.
- Restorative conversation.

Step 3: Last Chance

The behaviour continues:

Scripted approaches at this stage are encouraged: 30 Second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away; allow the child time to decide what to do next. If there are comments as you walk away write them down and follow up later. Child and adult will need a restorative conversation at a time that is mutually agreed.

Step 4: Time out

Adult Response

- Child moved to partner class for a specified time period to reflect and finish their work.
- Parents informed.
- Recorded on CPOMs.

Consequence

- Time to reset.
- Completion of learning.
- Restorative conversation.
- Reintegration into class.

Step 5: Senior Leader Involvement

If Steps 1-5 have been completed and been unsuccessful then a senior leader will be called. Each class uses a red card that has the class name on it which will be taken to a senior leader by a child in the class. The conversation with the senior leader must take place just outside the classroom. Senior leaders will reiterate the steps taken by the class teacher and a third option will be given and that is suspension/exclusion. The senior leader will phone the parents to inform them of the steps that have been taken and the consequences.

Step 6: Repair and Restore

Children who reach step 5 will be expected to attend a Restorative Meeting with their teacher at a mutually agreed time. Children may also request a Restorative Meeting if they feel they have been unfairly treated. A Restorative Script is used in the meeting. If a child has been excluded the Restorative Meeting will also include their home adults.

Restorative Practice

Where appropriate, pupils will engage in restorative conversations.

Restorative Questions

- What happened?
- What were you thinking?
- Who has been affected?

- How were they affected?
- What can be done to repair the situation?
- What will you do differently next time?

The aim is always to help children learn from their mistakes and move forward successfully.

Bullying

Definition

Bullying is:

> Repeated, intentional behaviour that hurts another person or group and involves an imbalance of power.

Bullying may be:

- Physical
- Verbal
- Emotional
- Social
- Racist
- Homophobic
- Disability-related
- Online (cyberbullying)

A single incident of conflict or disagreement is not usually bullying.

Our Commitment

Poringland Primary School operates a zero-tolerance approach to bullying.

All allegations will be:

- Investigated promptly.
- Recorded.
- Reported to parents where appropriate.
- Addressed through restorative and disciplinary measures.

Support will be provided for both the child experiencing bullying and the child displaying bullying behaviours.

Positive Handling and Reasonable Force

Poringland Primary School follows Department for Education guidance regarding the use of reasonable force.

Positive handling will only be used:

- As a last resort.
- To prevent injury.
- To prevent serious damage.
- To maintain safety.

Any use of positive handling will:

- Be reasonable
- Be proportionate.
- Be necessary.

It then MUST be:

- Be recorded.
- Be reported to senior leaders and parents.
- Lead to review of support plans where necessary.

Playtimes and Lunchtimes

Children are expected to remain:

Ready	Respectful	Safe
• Respond promptly to signals. • Line up calmly.	• Play fairly. • Include others. • Use kind language.	• Use equipment appropriately. • Stay within designated areas. • Follow adult instructions.

Children requiring support to regulate may access a supervised reset period before returning to play.

Working with Parents

Strong partnerships between home and school are essential.

Parents can support by:

- Reinforcing Ready, Respectful, Safe expectations.
- Communicating concerns promptly.
- Supporting agreed behaviour plans.
- Celebrating successes with their child.

Parents will be informed when:

- Behaviour concerns emerge.
- Behaviour reaches Step 3 and above.
- Additional support plans are created.
- Serious incidents occur.

We will also regularly communicate positive achievements.

Conclusion

At Poringland Primary School, we believe every child can succeed. Through positive relationships, clear expectations, restorative practice and a consistent graduated response, we create a school community where everyone is:

Ready

Respectful

Safe

Every day, in every lesson, and in every interaction.