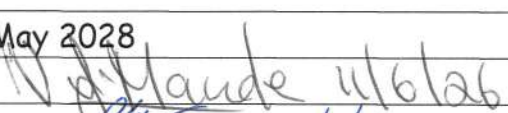


Positive Relationships Policy

May

2026

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Author	Natasha Maude
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At Coundon Primary we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our *Positive Relationship Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices)
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

Responsibility	Respect	Resilience	Kindness
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Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour

At Coundon Primary School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
"It Takes a Whole Village to Raise a Child."	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community.
Behaviour Outside of School	If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately.

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At Coundon Primary School we use a range of rewards:

Reward System	Who for?	Why?
ClassDojo	Individual Reception to Year 6	We use ClassDojos to promote positive behaviour. These will recognise our 4 values: Responsibility, Respect, Resilience and Kindness. Once awarded, ClassDojos are never taken away. Midday Supervisors (MDSs) are able to reward children using the 'Lunchtime ClassDojo'.
School Values Lanyards	Individual Year 1 to Year 6	Pupil Voice Children will identify children within their year group who are displaying our school values: Responsibility, Respect, Resilience and Kindness. They will reward the pupil with a lanyard displaying the value they have been recognised for. They will wear this for 24hrs. The following day they identify another

		child who is displaying the value in an exemplary manner and pass on the reward. Staff will acknowledge children wearing lanyards discussing their positive behaviour and congratulating them through verbal praise.
	Reception	Teachers award these as above to start introducing the language and highlighting behaviours which represent our values.
The Golden Table	Individual Reception to Year 6	Our Midday Supervisor Team nominate children each week, whose behaviour at lunchtime has been exceptional. These children then choose a friend to sit with them at The Golden Table as a reward. The Golden Table is laid with a tablecloth, flowers and squash.
Head teacher Celebration Assembly	Individual Year 1 to Year 6	A weekly assembly celebrating the achievements of all our children. Staff award a certificate to a child/children in their class who have worked really hard or who have demonstrated our school values, for example resilience to complete a piece of work.
Hot Chocolate Friday	Individual	As a way of acknowledging children who go over and above the expectations, our staff nominate children to have a weekly 'hot chocolate' with our Head teacher.
School Value Awards	Individual An annual event hosted by our Governing Body	Recognising children who, throughout the year, have been seen to go 'over and above' in a variety of aspects of their school life. The awards are centred on our School Values.

Support

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Take up time

.....

Warning

Take up time

.....

Applying the consequence

Script

Take up time

.....

..... Teacher's choice

(Quick catch up, restorative conversation, imposition, detention, or natural consequence)

.....

Triage

Removal from lesson is a sanction

Teacher's choice

(Quick catch up, restorative conversation, imposition, detention, or natural consequence)

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Responsibility, Respect, Resilience and Kindness' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that... You know the school rules responsibility, respect, resilience and kindness. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being referred to the Nurture may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. This may also be discussed and coordinated through the Phase Push / Pull meeting.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

4. Reflection

5 to 15 minutes at lunchtime to think about what happened can be enough. Lengthy Reflection served days after the incident do not make the point or teach anyone better future behaviour. Any reflection time should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

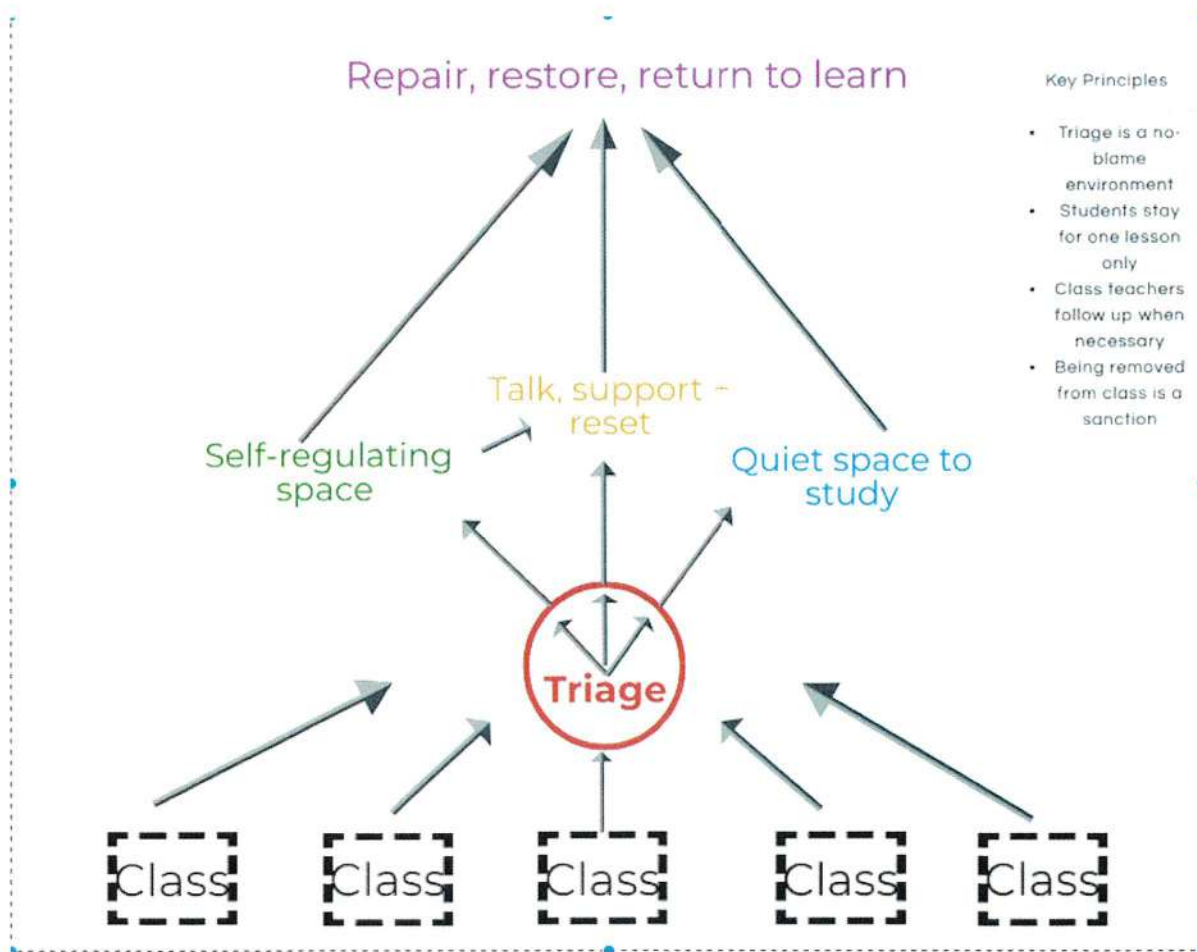
5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than

'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'- What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?

Triage



What happens in Triage?

1. Self-regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by the Inclusion staff based in this area rather than their individual offices.

Repair - Self-regulating space

Initial contact with a member of the Inclusion Team to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/

happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the Nurture Room for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Inclusion staff would be responsible for the restorative actions and following up with SMT. Also, arranging any further support and/or assessment. Restorative 5 questions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving in the Nurture Room, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

At Coundon Primary, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Verbal reminders
- Involvement from home
- Discussions with an adult
- Coaching
- Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- SLT involvement
- A non-verbal reminder
- Restorative conversation
- 'Thrive' related ask
- In school exclusion (please see below for further guidance)
- Fixed Term Exclusion (please see below for further guidance)
- Visual cues
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Permanent Exclusion (please see below for further guidance)

We record all behaviour incidents on an online system which enables us to have a clear picture of the choices our children are making and how we can best support them.

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
 - Circle times and/or PSHE sessions
 - Success Charts
 - Open communication with parents and carers
 - Support from SLT, Inclusion Lead, SENDco, Inclusion Team and PSHE lead for Well-being.
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- Support from our Learning Mentor
 - Behaviour Positive Intervention Plan – formulated with the child and family
 - Where appropriate, referrals may be made to CAMHS, EP, Children's Services in conjunction with our AHT for Inclusion and SENDco

Reflection and Behaviour Sanctions

At Coundon Primary School, we believe that positive relationships, restorative practice and consistent adult responses are central to supporting children in making positive behaviour choices. Whilst our approach is rooted in nurture and support, there are occasions where sanctions are necessary in order to maintain high expectations, safety and respect for all members of the school community.

Reflection

Where a child demonstrates behaviour which falls below expectations, they may be required to attend Reflection with a member of the Senior Leadership Team.

During Reflection, pupils will:

- discuss the incident with a senior leader;
- reflect upon the impact of their actions on others;
- consider alternative behaviour choices;
- and identify strategies for moving forward positively.

Parents/carers will receive immediate notification whenever their child attends Reflection.

Repeated Reflection Incidents

If a child attends Reflection on three consecutive lunchtimes, they will spend the following lunchtime indoors under staff supervision for the duration of the break. This consequence is intended to provide additional opportunity for reflection, regulation and resetting expectations.

If a child attends Reflection on 10 occasions, parents/carers will be invited to attend a formal meeting with Mrs Maude and/or Mr Scott in order to discuss concerns, review support strategies and agree next steps to improve behaviour.

Offensive Language Towards Staff

At Coundon Primary School, we expect all pupils to communicate respectfully with adults and peers at all times.

If a child swears directly at a member of staff, this will be treated as a serious incident of disrespect towards an adult. The child will receive an internal exclusion the following school day in order to reinforce that this behaviour is unacceptable. A formal letter will also be sent to parents/carers outlining the incident and the school's response.

Serious Physical Assault

Serious physical assaults towards another child or member of staff will not be tolerated and are likely to result in a fixed-term exclusion.

In determining consequences, the school will always consider:

- the age and developmental stage of the child;
- individual SEND or additional needs;
- safeguarding considerations;
- and the context surrounding the incident. All sanctions will be applied fairly, proportionately and consistently in line with the school's Positive Relationships Policy.

In School Separation/Fixed term Exclusion

The separation or fixed term exclusion may be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial/homophobic abuse
- Bullying
- Being in possession of a weapon at school
- Inappropriate Sexual Behaviour

The following can be applied:

1. In-school separation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Fixed term exclusion where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Coundon Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed term exclusion will be used.

Reintegration of Excluded Pupils

All pupils being reintegrated following exclusion will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a Key Worker, clear systems of rewards and sanctions, communication procedures and liaison with parents. All reintegration meetings are to have minutes taken.